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ABSTRACT

A model for the delivery of services to learning disabled children which provides procedures for services in the least restrictive environment through professional and parental participation is described. It is explained that the components of the model are the referral system, the case conference (where the decision is made regarding the necessity for services and the type of services, the number and type of personnel involved, and the environment where the services will be delivered), and the individualized educational plan (composed of program objectives, implementation procedures, and evaluation procedures). Included is a model individualized educational plan developed in accordance with the provisions in P.L. 94-142 (Education for All Handicapped Children Act). (BD)

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A Model for Delivery of Services via Case Conference Process[1]

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INTRODUCTION

The contents of this document detail a model for the delivery of services for children with learning disabilities. The model is premised upon the provisions of PL 94-142 and thus attempts to provide procedures for assuring effective services for children with learning disabilities in the least restrictive alternative environment through professional and parental participation. The model contains a continuum of procedures commencing with the referral of the student for services through case conferencing where the decision is made regarding the necessity for services and the type of services, the number and type of personnel involved, and the environment where the services will be delivered. This information plus program objectives, implementation procedures, and evaluation procedures are spelled out in an Individual Educational Plan (IEP).

The initial component of the model consists of the referral system. The system operates with referrals being initiated by teachers, parents or administrator going to the principal who calls a meeting of a mini team consisting of a classroom teacher, an itinerant or resource teacher and a parent. A model referral form has been developed and is included in the handbook along with the responsibilities and functions of the mini team. The mini team essentially decides whether to proceed immediately to the case conference or whether a program can be developed for implementation in the classroom by the regular classroom teacher. The latter option is evaluated over a thirty day period to determine effectiveness of the program. At that time a decision is made whether to go to case conference, to continue the existing program, or to terminate the program due to its success.

The next component of the model consists of the case conference. The handbook includes a listing of the personnel and procedures needed to make the case conference process effective. The conference culminates with the development of an Individualized Educational Plan. A model plan has been developed in

accordance with the provisions of PL 94-142 and is included as part of the handbook and represents the final component of the model. The IEP, however, contains provisions for ongoing evaluation so that it is useful for as long as the program is being implemented.

The model presented in the handbook was conceived as an ongoing process which has been demonstrated to work most effectively with the learning disability specialist serving in an itinerant or resource role and responsible for providing services in one or perhaps two buildings. This, however, does not preclude the utilization of the model in alternative administrative arrangements due to the inclusion of components that are mandatory in delivering services to students with learning disabilities in the state of Indiana.

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Part One

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C S D C

Classroom Teacher Referral Form

Identification:

Student's name _____ Birthdate _____ Age _____

School _____ Teacher _____ Grade _____ Room # _____

Parents'/legal guardian's name _____ Telephone _____

Address _____

The parents/legal guardian have been contacted ☐ Yes ☐ No

by ☐ phone ☐ letter

Date of notification _____
month/day/year

Specific Referral Information:

1. Please state the specific reason for your referral _____

_____

_____

_____

2. Please check Specific Difficulties

☐ ARITHMETIC

Textbook(s) and level(s) being used _____

___ Addition facts	___ Time	___ Other (please specify)
___ Subtraction facts	___ Money	_____
___ Multiplication facts	___ Measurement	_____
___ Division facts	___ Story Problems	_____

Additional Comments: _____

_____

_____

☐ READING

___ Letter Matching
___ Letter Recognition
___ Basal Sight Word Vocabulary
___ Fluency
___ Context Uses
___ Beginning consonants and their letter symbols
___ Sounds of consonants at end of words
___ Short vowel sounds
___ Beginning consonant blends
___ Ending consonant blends
___ Long vowel sounds
___ Beginning consonant digraphs
___ Ending consonant digraphs
___ Inflectional endings
___ Study skills
___ Comprehension
___ Content area subject matter
___ Compound words
___ Root words
___ Prefixes
___ Suffixes
___ Contractions
___ Syllabification
___ Accent
___ Synonyms, antonyms, homonyms

Additional Comments: _____

_____

_____

☐ OTHER

☐ Spelling
___ Word lists
___ Dictation
☐ Reversals
___ Letters
___ Numbers
☐ Language
___ Written
___ Spoken
☐ Copying information from boards
___ Accuracy
___ Legibility
___ Coordination
___ Handwriting
___ Listening

Additional Comments: _____

_____

_____

Social Behavior:

Please check specific problem behavior(s) and indicate when they occur.

	Seat Work		Group Work		Working Directly with Teachers		Hallways	Lunchroom	Playground	Non-academic
	am	pm	am	pm	am	pm				
Paying Attention										
Talk Out										
Out of Seat										
Aggressive										
Tantrum										
Crying										
Complains of Being Ill										
Inadequate Peer Relations										

What specific information are you requesting? _____

_____

_____

_____

Please check the additional services the child is receiving in the following areas:

- ☐ Speech
- ☐ Hearing
- ☐ Vision
- ☐ Reading
- ☐ Counseling
- ☐ Tutoring (at school)
- ☐ Tutoring (at home)
- ☐ Perceptual motor training
- ☐ Psychological services
- ☐ Other _____ (please specify)

_____
Signature of Principal

_____
Date

_____
Signature of Teacher

_____
Date

PARENTAL REFERRAL NOTICE

Dear _____ :

Your child, _____ , has been experiencing difficulty in the following area(s): _____

_____

_____

_____

_____

We have requested the assistance of our learning disability consultant concerning your child.

We will notify you regarding the results of our initial efforts to help your child.

If you have any questions regarding the content of this letter, please contact me at:

_____
School address

_____
School telephone number

_____
Classroom Teacher

_____
Date

_____
Principal

_____
Date

MINI TEAM RATIONALE

The mini team consists of a group of professionals (typically including the referred student's regular classroom teacher, the learning disabilities teacher and a school administrator) who are involved in the planning and development of educational plans for a student with learning deficits.

The first mini team meeting occurs after parental permission has been obtained and entails planning for the collection of observational, academic and other relevant data regarding the student's performance. These data are used to determine the magnitude of the discrepancy between the student's performance and his/her grade level placement. The magnitude assists in determining whether a minor adjustment in the student's existing academic program or a formal assessment and case conference is warranted.

In collecting these data, the learning disabilities teacher does not interact directly with the student. S/he is responsible, however, for consulting with the classroom teacher, observing the student in the classroom, analyzing the student's academic work and obtaining pertinent background information from the student's cumulative records (including medical).

Once the data are collected and analyzed, the mini team makes a decision, i.e., 1) to modify the existing instructional program (setting, methods, and/or materials) or 2) to immediately proceed with formal assessment and case conference.

If the decision is made to modify the student's program, the classroom teacher and the L.D. teacher plan the development and implementation of appropriate intervention programs. The L.D. teacher is responsible for meeting with the classroom teacher at least once a week to discuss, evaluate and modify the program. This process continues for a maximum of 30 school days, at the end of which the decision to continue the modified program or proceed to case conference is made.

In effect the mini team acts to facilitate more effective individualized educational programming without the need for intensive formalized procedures.

MINI TEAM ACTIVITIES FORM

Name of the student: _____

Grade: _____ School: _____

Date of Mini Team Meeting 1: _____
month day year

1. This mini team consists of the following members:

☐ School administrator _____ (name)

☐ Classroom teacher(s) _____ (name)

_____ (name)

_____ (name)

_____ (name)

☐ L.D. consultant and/or L.D. teacher _____ (name)

_____ (name)

☐ Others

_____ (title) _____ (name)

_____ (title) _____ (name)

_____ (title) _____ (name)

_____ (title) _____ (name)

2. The referral was received by administrator on: _____
month/day/year

The referral was received by the L.D. consultant on: _____
month/day/year

The parent was notified of referral on: _____
month/day/year

by ☐ phone ☐ letter ☐ parents acknowledge receipt of letter

Date: _____
month/day/year

MINI TEAM MEETING I

3. Please review the following activities and then check those activities that have been completed.

☐ classroom teacher referral form

☐ one week's work of the child

☐ cumulative folder

☐ behavioral checklist

☐ classroom observation

☐ classroom teacher conference

☐ others: _____
(please specify)

_____

_____

4. Please specify the conclusions you have made as a result of the above review, in the following space.

_____

_____

_____

_____

_____

_____

5. Please proceed to the mini team intervention plan form.

NOTE: MINI TEAM MEETING II WILL OCCUR WITHIN 30 SCHOOL DAYS AFTER MINI TEAM MEETING I.

INDIANA ACADEMIC PROBLEM SURVEY

Herbert Rieth, Jr.
S. Kandaswamy
Cynthia Salmon

Name of Student: _____ Age: _____ Sex: _____

Grade: _____ School: _____

Name of the Classroom Teacher: _____

Date of Assessment: _____
month/day/year

The student:	Never	Rarely	Sometimes	Usually	Always
1. reads at or above grade level	1	2	3	4	5
2. participates in class discussions	1	2	3	4	5
3. is easily frustrated by assignments	1	2	3	4	5
4. reverses letters while reading	1	2	3	4	5
5. gets along well with peers	1	2	3	4	5
6. pays attention to class discussions	1	2	3	4	5
7. requires teacher assistance to complete assignments	1	2	3	4	5
8. follows oral directions	1	2	3	4	5
9. tends to daydream	1	2	3	4	5
10. is out of seat	1	2	3	4	5
11. completes work accurately	1	2	3	4	5
12. writes legibly	1	2	3	4	5
13. fails to complete assignments	1	2	3	4	5
14. performs at or above grade level in math	1	2	3	4	5
15. copies from peers	1	2	3	4	5
16. has difficulty forming letters	1	2	3	4	5
17. obeys class rules	1	2	3	4	5

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	Never	Rarely	Sometimes	Usually	Always
18. disrupts class by talking out loud	1	2	3	4	5
19. requires constant reminding to perform tasks	1	2	3	4	5
20. has difficulty following written directions	1	2	3	4	5
21. wastes time	1	2	3	4	5
22. takes unusually long periods of time to do written assignments	1	2	3	4	5
23. attends class regularly	1	2	3	4	5
24. able to quickly identify and locate materials for doing assignments	1	2	3	4	5
25. is able to spell words at or above grade level	1	2	3	4	5
26. requires frequent review to retain information	1	2	3	4	5
27. applies appropriate phonics skills to decode grade level vocabulary	1	2	3	4	5
28. expresses information clearly	1	2	3	4	5
29. pays attention to peer recitation	1	2	3	4	5
30. is able to identify the main theme after reading a story at grade level	1	2	3	4	5
31. can correctly pronounce reading vocabulary selected from the grade level text	1	2	3	4	5
32. reverses letter while writing	1	2	3	4	5
33. pays attention to the teacher presentation	1	2	3	4	5
34. has difficulty solving word problems accurately at grade level	1	2	3	4	5
35. has difficulty recalling pertinent facts of a story at grade level	1	2	3	4	5
36. articulates words clearly	1	2	3	4	5
37. fluctuates in day to day academic performance	1	2	3	4	5
38. requires manipulative devices and/or supplemental devices to learn	1	2	3	4	5
39. has difficulty solving computational problems at grade level	1	2	3	4	5
40. uses appropriate expressive vocabulary at grade level	1	2	3	4	5

RANK ORDER FORM

Name of teacher: _____ Present grade level teaching: _____

Name of the School: _____ Date of ranking: _____
month/day/year

****

Please rank order the students in your classroom in terms of academic achievement and list their names in the spaces below. Place a '*' mark to denote cases which have tied ranks (i.e., students having equal achievement level).

Example:	Rank order	Student's name
	_____	_____
	_____	_____
	_____	_____
	17	Peter*
	18	John*
	_____	_____
	_____	_____

Rank order	Student's name	Rank order	Student's name
1	_____	21	_____
2	_____	22	_____
3	_____	23	_____
4	_____	24	_____
5	_____	25	_____
6	_____	26	_____
7	_____	27	_____
8	_____	28	_____
9	_____	29	_____
10	_____	30	_____
11	_____	31	_____
12	_____	32	_____
13	_____	33	_____
14	_____	34	_____
15	_____	35	_____
16	_____	36	_____
17	_____	37	_____
18	_____	38	_____
19	_____	39	_____
20	_____	40	_____

****

Please check the criteria you used while rating your students in terms of achievement. Please check as many boxes as applicable.

- ☐ classroom observation
- ☐ performance on teacher made tests
- ☐ performance on achievement tests
- ☐ information from the teachers/personnel (e.g., psychologist)
- ☐ general perception or impression
- ☐ others _____ (please specify)

CLASSROOM OBSERVATION FORM

Student's name _____ Date _____

Teacher's name _____ Grade level _____

Time of observation _____ Observer's name _____

Note: Each box designates a 10 second interval.

AT = attending
A check (✓) placed in the box indicates that the subject attended for 5 seconds or more during the ten second interval. Attending is defined as the student looking at the appropriate assignment sheet or work materials. In addition, any contact with the teacher such as raising hand for help or discussion of the assignment, or in group work, attending is described as orientation toward work materials, to a reciting fellow student, to the teacher, or if responding orally to a lesson. The criterion for appropriate attending is 80%. Figures below 80% should serve as target behavior for change.

TPI = teacher pupil interaction
Each interaction the teacher has with the target student should be designated as either + or - depending upon whether it occurred when the student was engaging in appropriate behavior when the interaction occurred.

The total number of talk outs, out of seats, and other behaviors should be tallied during the interval during which the behavior was observed.

	1	2	3	4	5	Total
AT						
TPI						
Talk Outs						
Out of Seat						
Please specify other target behaviors observed						

	1	2	3	4	5	Total
AT						
TPI						
Talk Outs						
Out of Seat						
Please specify other target behaviors observed						

	1	2	3	4	5	Total
AT						
TPI						
Talk Outs						
Out of Seat						
Please specify other target behaviors observed						

	1	2	3	4	5	Total
AT						
TPI						
Talk Outs						
Out of Seat						
Please specify other target behaviors observed						

Please check:

Teacher Response	Student Response	Lesson Format	Lesson Content Area
____ Lecture	____ Listening	____ Individualized	_____
____ Discussion	____ Reading	____ Small group	_____
____ Written instruction	____ Writing	____ Large group	_____
____ Tutorial assistance	____ Discussion		
____ Other			

MINI TEAM INTERVENTION PLAN # _____
for Classroom

Student's name _____

Date of implementation: _____ (month/day/year) Date of completion: _____ (month/day/year)

Problem area: _____

Observed strengths of student	Observed weaknesses of student

Entry level of student in problem area (please specify relevant academic, social and/or physical behaviors that are observable and measurable):

_____

_____

_____

_____

Short Term Objective # _____

Given _____
conditions in which the behaviors will occur

the student will _____
desired student behavior as result of instruction

with _____
expected criteria by which behavior will be judged

Methods and Materials

Period(s) of day: _____

Instructional time limit: _____

Place	Instructor	Grouping
☐ classroom	☐ classroom teacher	☐ 1-1
☐ resource room	☐ resource teacher	☐ small
☐ other: _____ (specify)	☐ paraprofessional	☐ large
	☐ peer tutor	
	☐ cross age tutor	
	☐ parent volunteer	

Evaluation of student performance

conditions adequate	☐ Yes	☐ No
behavior attained	☐ Yes	☐ No
criteria met	☐ Yes	☐ No

Evaluation of products

# of items assigned	_____
# accurately completed	_____
% of task correct	_____

Evaluation of process used by student: _____

_____

_____

_____

Specify strategies used by the child to complete the assigned task: _____

_____

_____

_____

Conclusions:

Recommendations:

continue with plan 1, objective 1	☐ Yes	☐ No
continue with plan 1, change objective	☐ Yes	☐ No
change total intervention plan	☐ Yes	☐ No

Explanation:

On-going conferencing between classroom teacher and LD teacher/consultant completed:

☐ 1st week ☐ 2nd week ☐ 3rd week ☐ 4th week

MINI TEAM MEETING II:
REVIEW of INTERVENTION PLANS FORM

Student's Name _____

Date: _____ (to be held within 30 school days
month/day/year of Mini Team Meeting I)

Summary Progress Report sent to parents: _____
month/day/year

Summative Evaluation of Intervention Plan

Recommendations: (please check appropriate box)

- ☐ terminate case
- ☐ continue with Mini Team Intervention plans for one month
- ☐ proceed to Case Conference Meeting I (phase 3)

LOG OF SCHOOL-HOME CONTACTS

Date	Type of contact (home visit, call, letter)	Person initiating contact	Reason	Result

19

Part Two

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CASE CONFERENCE NOTIFICATION FORM TO PARENTS/LEGAL GUARDIAN

Student's name _____ Grade _____

School _____

Date _____

Dear Mr./Mrs. _____ :

A meeting will be held on _____ (month/day/year) at _____ (time) to discuss:

- ☐ your child's academic status
- ☐ mini team summary results
- ☐ formation of case conference committee
- ☐ assessment results
- ☐ least restrictive alternative placement and the most appropriate general individualized educational program
- ☐ your child's progress after implementation of specific individualized educational plans
- ☐ the annual review of your child's progress and determine future educational program
- ☐ other _____

Your participation in this conference is necessary to enable the school to provide your child the most effective educational program.

If you have any questions and/or if the date and time are inconvenient, please contact us immediately by phone at _____ (school telephone number) or by letter

_____ (school address)

If we do not hear from you, the above specified date and time of the meeting is considered confirmed.

Thank you.

_____ (principal's signature)

ACTIVITIES FORM

Case Conference Committee Meeting I

Name of student _____

Grade _____ School _____

Date of Case Conference Committee Meeting I _____
month/day/year

The Case Conference Committee Meeting I consists of the following members:

- ☐ parent(s)/legal guardian _____ name(s)
- ☐ student (if applicable)
- ☐ school administrator _____ name _____ position
- ☐ classroom teacher(s) _____ name
  _____ name
  _____ name
- ☐ L.D. consultant _____ name
- ☐ L.D. teacher _____ name
- ☐ school psychometrist/psychologist _____ name
- ☐ school counselor _____ name
- ☐ other(s) _____ name _____ position
  _____ name _____ position
  _____ name _____ position

Activity 1: ☐ Review and discuss mini team summative evaluation of intervention plans.

Activity 2: ☐ Discuss Due Process and Summary of Appeals with parents/legal guardian.

Activity 3: ☐ Request parents/legal guardian to complete Permission for Student Assessment Form.

Activity 4: ☐ Check the appropriate box below, indicating decision made as a result of Activities 1, 2 and 3.

☐ proceed with assessment (phase 3)

☐ arrange a hearing

☐ terminate case

☐ other

Comments _____

_____

_____

_____

PROPOSED DUE PROCESS PROCEDURES AND SUMMARY OF APPEALS

No handicapped student shall be denied a free, appropriate public education. (Refer to IC 1971 20-1-6-14; Part B of the Education of the Handicapped Act as amended by P.L. 94-142.)

Programs to be approved under the provision of these statutes shall provide instruction for students ages five (5) years through eighteen (18) years, or through the close of the school calendar year in which the student becomes eighteen (18) years of age, and may provide programs for students ages three (3) years through six (6) years, and eighteen (18) years through twenty-one (21) years inclusively, and who are not in attendance in any of the residential schools of the state. Special education programs for deaf students may be approved for children as young as six (6) months of age.

A. REFERRAL

Referrals of any student for specific, individual tests which are intended to determine cause, extent or possible remediation of suspected learning difficulty may be generated by parents, teachers, school administrators, and specialists. Such a referral shall proceed in a manner consistent with the school corporation's referral process. The referral shall be dated as to the time of its initiation.

B. PERMISSION FOR TESTING

It shall be the responsibility of the superintendent of the local school corporation to make certain that the parent of any student referred for any specific, individual tests which are intended to determine cause, extent or possible remediation of suspected learning difficulty are fully informed of the referral and the reasons for the referral before any such tests are administered. Such information must be presented to the parent in a personal interview by a person designated by the superintendent of the school corpo-

ration of which the student is a resident. The personal interview will be accompanied by written notice of the referral, reasons for referral, proposed assessment techniques, and a time table for evaluation and the case conference. In addition, the parent shall locally be given access to all Federal and State laws, rules, regulations pertaining to special education. Written notice will be in the parent's primary language. The written consent of the parent must be obtained before any such tests are administered. If a personal interview for the purpose of informing the parent of the referral is refused by the parent, the superintendent or his designee shall then inform the parent by mail.

C. CASE CONFERENCE COMMITTEE

The superintendent or his designee of the school corporation/State school attended by the student shall appoint a Case Conference Committee when written parent consent for individual testing has been obtained.

The Case Conference Committee coordinator shall make arrangements for:

1. The administration of tests and evaluations to aid in assessing the educational needs of the student, and
2. The assembly of all relevant data and reports concerning the student.

D. EVALUATION

A comprehensive individual child study includes consideration of the following areas: Personal-social adjustment; cognitive functioning; educational readiness; academic achievement; sensory and perceptual-motor functioning; and environment/cultural influences. The evaluation must be conducted in an environment conducive to obtaining valid results, and should utilize assessment techniques which do not reflect racial, cultural, or sexual bias.

E. OTHER RELEVANT DATA

Other relevant data pertaining to the student shall be considered by the Case Conference Committee in addition to the information available through the

individual child study conducted by the school psychologist/psychometrist.

F. CASE CONFERENCE COMMITTEE MEETING

The parent shall be given notice of the date, time and place of the meeting. The school corporation must have a record of its attempts to arrange a mutually agreed on time and place such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parent and any responses received; and
3. Detailed records of visits made to the parent's home or place of employment, and the results of those visits.

The notice will include general information about the Case Conference Committee meeting, including:

1. The purpose of the meeting; and
2. A listing of the expected participants; and
3. The collected data to be discussed.

Within forty (40) school days of the initiation of the referral, the full committee must meet, having been provided with all relevant reports and data at said meeting, prepare an individualized education program for the student, and recommend an appropriate placement which provides the least restrictive environment for the student in order to maximize the student's total development. A report embodying that individualized education program, a description of each evaluation procedure, test, record, or report used as a basis for the program, dissenting opinions, if any, and a placement recommendation shall be prepared by the Case Conference Coordinator. This report shall be forwarded to the local school superintendent or his designee within ten (10) school days of the Case Conference meeting. The determination of the proper educational program for a student is the responsibility of the

school superintendent.

Utilizing the Case Conference Committee's report, the superintendent shall provide for the special educational needs of the student through a determination of available resources and those additional resources which must be established for appropriate individual programming.

The superintendent or his designee shall inform the student's parent and the Case Conference Committee of the proposed placement within ten (10) school days of his receipt of the Case Conference Committee's report. Such notice shall be presented to the parent in the parent's primary language. Accompanying such notice to the student's parent, there shall be written notice which shall:

A. Include the Case Conference Committee's report embodying the individualized education program, a description of all evaluation procedures, test, records, or reports used as a basis for the program, dissenting opinions, if any, and a placement recommendation; and

B. Describe any alternative educational opportunities available on a permanent or temporary basis; and

C. Describe any other factors relevant to the proposed placement; and

D. Inform the parent of the opportunity to meet with the Superintendent or his designee and/or the local board of education to attempt to resolve any objections; and

E. Inform the parent of the right to object to the proposed action at a hearing before an independent hearing officer, and of the manner in which to request such a hearing; and

F. Inform the parent that the parent may obtain an independent educational evaluation; and

G. Inform the parent of any organizations providing assistance with respect to placement questions; and

H. Inform the parent of the right to be represented at the hearing by legal counsel; to examine and copy the student's school records at any time during regular office hours, including all tests and reports upon which the proposed action may be based; to present evidence, including expert medical, psychological, and educational testimony; and to confront, cross-examine, and compel the attendance of witnesses who may have evidence upon which the proposed action is based.

Whenever the superintendent or his designee proposes to take action regarding a change in the student's special education placement, the student's parent shall be informed again by written notice in his/her primary language of such change, with notice including the information embodied in subsections A through H inclusive, listed above.

The written consent of the parent must be obtained before action is taken regarding a student's special education placement or transfer. If the parent's written consent is obtained, the proposed placement must be implemented within twenty (20) school days of the date of the notice by the superintendent or his designee. If the parent fails to respond to the proposal within twenty (20) school days of the date of the notice by the superintendent or his designee, placement shall be made upon receipt of the parent's written consent. If the proposed placement date falls within the last twenty (20) school days of the Spring school semester, placement may be made on the first day of the following school semester.

G. HEARING PROCEDURES

If the parent opposed the proposal embodied in the notice of the superintendent or his designee, the parent may make a written request for a hearing. Such hearing must be conducted within twenty (20) school days after the request and at a time and place reasonably convenient to the

parent. Pending the outcome of the hearing, the student must be provided with a program deemed suitable by the local school system staff pending a decision by the Hearing Officer pursuant to this procedure. If the student is already being provided with a free educational program, changes to which the parent objects shall not be made pending the hearing decision. Upon receipt of the parent's request for a hearing, the school superintendent or his designee shall notify the State Superintendent of Public Instruction of the request. Upon receipt of such notice, the State Superintendent of Public Instruction shall designate the independent Hearing Officer who shall not be an officer, employee, or agent of the local school system/State school, or the local board of education. However, all costs pertaining to the hearing, including the transcription, Hearing Officer's fee and expenses, shall be borne by the local school/State school. The hearing shall be closed to the public unless the parent requests an open hearing.

The student and the parent are guaranteed the right to legal counsel and/or other representation of their own choosing. If they are unable, through financial inability, to retain counsel, the superintendent shall advise the student's parent of available voluntary legal assistance. The decision of the Hearing Officer shall be based solely upon the evidence presented at the hearing. The local school system/State school shall bear the burden of proof as to all facts and as to the appropriateness of any placement, denial of placement, or transfer.

A tape recording or other verbatim record of the hearing shall be made, and upon request shall be transcribed and made available to the parent or the parent's representative, at the school's expense.

At a reasonable time prior to the hearing, during school office hours, the parent or the parent's counsel shall be given access to all records of the public school system/State school and any of its agents or employees per-

taining to the student, including all tests and reports upon which the proposed action may be based. The parent or parent's representative shall have the right to compel the attendance of, to confront, and to cross-examine any witness who may have evidence upon which the proposed action may be based. The parent or the parent's representative shall have the right to present evidence and testimony, including expert medical, psychological, or educational testimony.

Within ten (10) school days after the hearing, the Hearing Officer shall render a decision in writing. Such decision shall include findings of fact and conclusions of law which will be binding on all parties. The dated decision shall be sent by mail to the parent and the superintendent of the local school system/State school. The dated decision, with personally identifiable information deleted, shall be sent to the State Board for Special Education Appeals. The decision shall be implemented within twenty (20) school days of the date of the decision.

H. APPEALS

Appeals of any kind in reference to Rule S-1 may be made to the State Board for Special Education Appeals after hearing procedures set forth in this document are followed. A written request for an appeal may be made within twenty (20) school days of the date of the hearing decision by the parent or the superintendent of the local school system/State school. The appeal shall include all relevant information concerning the student and the decision of the Hearing Officer. The State Board of Special Education Appeals shall:

A. Examine the entire hearing record; and

B. Insure that the hearing procedures were consistent with due process requirements; and

C. Afford the parties an opportunity for oral argument; and

D. Make an independent decision on completion of the review.

The appeal shall take place within thirty (30) school days of the written request at a time and place which is reasonably convenient to the parent and students involved. The decision of the State Board of Special Education Appeals shall include findings of fact and conclusions of law which will be binding on all parties. The decision shall be implemented within twenty (20) school days of the date of the decision.

PERMISSION FOR STUDENT ASSESSMENT FORM

Student's Name _____ Date _____

I have read the Due Process Procedures and Summary of Appeals, and understand the contents. I give my permission to the school corporation to study and test my child for the above purposes.

Signature of Parent or Legal Guardian:

_____ _____ _____
Father Mother Legal Guardian

_____
Date

I have read the Due Process Procedures and Summary of Appeals, and understand the contents. I do not give my permission to the school corporation to study and test my child for the above purposes.

Signature of Parent or Legal Guardian:

_____ _____ _____
Father Mother Legal Guardian

_____
Date

I have read the Due Process Procedures and Summary of Appeals, and understand the contents. I request a hearing before an Independent Officer, as outlined above. This signifies my disagreement with the Case Conference's decisions.

Signature of Parent or Legal Guardian:

_____ _____ _____
Father Mother Legal Guardian

_____
Date

CONFIDENTIAL INFORMATION RELEASE FORM

I hereby give permission for the Release of Confidential Information:

From: _____

_____

_____

_____

To: _____

_____

_____

_____

I realize that this information is being exchanged as a result of my child's referral for special school services.

I give this permission with the understanding that:

1. Only information specifically germane to the school's evaluation will be released.
2. The information will be made available on a confidential basis, to only those school personnel who are involved in the planning and implementation of an individualized program for my child.

_____

Signature of Parent(s) or Legal Guardian

Part Three

Page

III. Assessment Procedures

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MATH CHECKLIST

Kindergarten

Months 0-3

The student can:	Yes	No
1) identify position of objects including:		
right	____	____
left	____	____
over	____	____
under	____	____
on	____	____
before	____	____
after	____	____
between	____	____
2) identify sets and the members of sets	____	____
3) construct a set of up to five items with as many items as the model	____	____
4) construct a set of up to five items with less items than the model	____	____
5) construct a set of up to five items with more items than the model	____	____
6) recognize and write the numerals 0 to 3	____	____

Months 4-6

7) recognize the numerals 4 to 12	____	____
8) show the order of numbers 0 to 12	____	____
9) can recognize sets containing 4 to 12 members	____	____

Months 7-9

10) identify the longer of two items	____	____
11) identify the shorter of two items	____	____
12) identify objects of equal length	____	____
13) identify shapes including:		
triangles	____	____
rectangles	____	____
squares	____	____
circles	____	____

	Yes	No
14) join two sets to form one set with two through six members	____	____
15) separate one set with two through six members into two sets	____	____
16) count orally through 20	____	____
17) count twenty objects	____	____

MATH CHECKLIST

Grade 1

0-3 months	Yes	No
The student can:		
1) order events shown in the order they occur, i.e., recognize and identify the order of events in a series of illustrations that tell a story	____	____
2) read and write the numerals 0 to 10	____	____
3) tell whether one number between 0 and 10 is		
greater than another	____	____
less than another	____	____
4) identify common characteristics of a set if one exists	____	____
5) by one to one matching, identify the		
larger set	____	____
smaller set	____	____
6) match sets with their cardinal number	____	____
7) join sets, writing names (numerals) for the number of objects in the sets being joined, and in the set formed by the joining with up to 5 members	____	____
8) tell whether one set has		
more members than another	____	____
less members than another	____	____
9) separate sets, naming the number of objects taken away and the number of objects left in the set	____	____
10) read equations involving the symbols		
+ and =	____	____
- and =	____	____
11) identify and write different names using + and - symbols for numbers up to 5	____	____
12) complete (solve) an equation with a placeholder (frame) by writing a numeral, i.e., 1 + 2 = □	____	____
13) tell whether a completed equation (sum of 5) is true or false by applying the idea that an equation is true if it involves two names for the same number	____	____
14) name sums and missing addends for the basic addition and subtraction facts for sums of 5	____	____
15) use addition to name the number of objects in the new set formed by joining two sets	____	____

	Yes	No
16) realize that the order of addends does not affect the sum	____	____
17) recognizes that the equation a + b = □ requires addition for its solution	____	____
18) relate the number operation of subtraction to the set operation of separating sets	____	____
19) recognizes that the equation a - b = □ requires subtraction for its solution	____	____
20) associate coin with its value	____	____
21) recognize and use ¢ symbol	____	____
22) join and separate amounts of money up to a nickel	____	____
23) interpret information in a composite illustration and use it to solve money problems involving addition to sums of 5	____	____
4-6 months		
24) name the numbers between 10 and 40 using		
tens and ones columns	____	____
expanded numerals	____	____
compact numerals	____	____
25) develop the order of numbers from 0 to 20 using idea of		
two more than	____	____
one more than	____	____
26) locate and order numbers from 0 to 40 using ideas of		
one less than	____	____
one greater than	____	____
between	____	____
27) join and separate sets up to 10 members	____	____
28) identify objects in a set of 3 in terms of		
the longest	____	____
the shortest	____	____
29) say how many short objects are needed to match a longer object	____	____
30) name sums and addends in a vertical form	____	____
31) solve equations involving sums up to 10		
addition	____	____
subtraction	____	____

	Yes	No
32) complete equations for sums up to 10 by inserting symbols of operations	____	____
33) name sum of 3 addends in		
vertical form	____	____
horizontal form	____	____
34) add 3 addends using the associative property in conjunction with sets and colored rods	____	____
35) use ruler to measure objects scaled in		
inches	____	____
centimeters	____	____
36) identify half of an object	____	____
37) tell time in		
half hours	____	____
hours	____	____
38) compare amounts of money between 10¢ and 20¢	____	____
39) use dimes and pennies to represent monetary values between 10¢ and 40¢	____	____
Months 7-9		
40) recognize and reproduce to 40		
odd numbers	____	____
even numbers	____	____
41) count to 399 by		
ones	____	____
tens	____	____
42) can name numbers between 100 and 400 using		
hundreds', tens' and ones' columns	____	____
expanded numerals	____	____
compact numerals	____	____
43) write different names for whole numbers, i.e., 10 = 2 + 8, 3 + 7, 7 + 3, ...	____	____
44) skip count given a sequence to follow by		
3	____	____
4	____	____
5	____	____
45) recognize and use ordinal numbers through eighth	____	____
46) solve equations and complete examples involving sums up to 18		
addition	____	____
subtraction	____	____

	Yes	No
47) use 2-place addition (with no renaming of ones as tens) to solve verbal problems involving sums less than 100	____	____
48) identify the greater of two numbers both expressed as the sum of two addends	____	____
49) name the sum of three addends to sums of 18 in solution of word problems	____	____
	____	____
50) subtract with tens' and ones' and see parallel between this and working with dimes and pennies	____	____
51) subtract with dimes and pennies	____	____
52) use a description to deduce the set to which a numeral or number belongs	____	____
53) identify whether curves are closed or not	____	____
54) identify		
squares	____	____
rectangles	____	____
circles	____	____
triangles	____	____
55) identify interior regions of		
squares	____	____
rectangles	____	____
circles	____	____
triangles	____	____
56) identify $\frac{1}{2}$ the objects in a set or of a region	____	____
57) identify $\frac{1}{4}$ of a region, and a set containing 4, 8, 12, or 16 members	____	____
58) interpret and draw simple graphs containing number information given by means of vertical numberlines		
in inches	____	____
in centimeters	____	____
59) relate objects on a plane according to their position relative to a given point using the terms nearer and nearest	____	____
60) measure objects to the nearest		
inch	____	____
centimeter		
61) match one to two		
pints and cups	____	____
quarts and pints	____	____

MATH CHECKLIST

Grade 2

Months 0-3	Yes	No
The student can:		
1) follow directions stated in if-then terms	____	____
2) make simple deductions derived from situations involving the term "all"	____	____
3) identify different names for a number	____	____
4) name multiples of 10 by using		
word names - i.e., sixty	____	____
compact numerals - 60	____	____
number of tens - 6 tens	____	____
5) complete number sentences by supplying		
$>$	____	____
$<$	____	____
$=$	____	____
$+$	____	____
$-$	____	____
6) use signs $>$ or $<$ to record comparisons between two numbers	____	____
7) use the following terms to discuss or record a comparison between two numbers		
less than	____	____
greater than	____	____
8) use ordinal numbers first through tenth to identify the position in which an object or person is situated in an ordered arrangement	____	____
9) associate the idea of number with a set	____	____
10) given a set containing less than 100 members grouped as bundles of 10 and single objects, name the number of objects as a:		
number of tens and ones	____	____
expanded numeral	____	____
compact numeral	____	____
11) identify sets involved in simple verbal problems and determine whether the sets are being joined, separated, or compared	____	____
12) relate addition to the joining of sets and subtraction to the separating or comparing of sets	____	____
13) join two sets and then join a third set to the union of the first two	____	____

	Yes	No
14) form and solve the equation related to a simple set operation, i.e., write 6 - 4 = □ if a set of 4 is being removed from a set of 6	____	____
15) complete number patterns involving horizontal and vertical forms of addition	____	____
16) use the associative property of addition to name sums to 13	____	____
17) use the following terms to describe addition or subtraction equations		
minus	____	____
equals	____	____
addend	____	____
sum	____	____
subtract	____	____
18) identify adding and subtracting as opposite operations	____	____
19) name the value in cents of		
penny	____	____
nickel	____	____
dime	____	____
20) write a compact numeral for the value of a set of dimes and pennies (<$1.00)	____	____

Months 4-6

21) label different points on a given line and describe the positions of these points in relation to one another	____	____
22) name the end points of given line segments and draw line segment between two given end points	____	____
23) name the point at which two lines intersect	____	____
24) recognize that a line segment is a part of a line	____	____
25) on a line segment, identify		
1/2	____	____
3/2	____	____
26) measure an object or line segment to the nearest		
½ inch	____	____
inch	____	____
centimeter	____	____

	Yes	No
27) locate on a number line		
1/2	____	____
2/3	____	____
3/2	____	____
4/2	____	____
5/2	____	____
6/2	____	____
28) write or identify three names for		
$1\frac{1}{2}$	____	____
2	____	____
$2\frac{1}{2}$	____	____
3	____	____
29) recognize 2/2 and 4/2 as other names for 1 and 2 respectively	____	____
30) tell time to the		
hour	____	____
half hour	____	____
31) interpret rebus problems presented in a table	____	____
32) complete 3 x 3, and 4 x 4 patterns of numbers involving addends less than 80	____	____
33) name sum of three addends using the associative property of addition	____	____
34) solve verbal problems involving		
addition of numbers between 10 and 100	____	____
2-place subtraction which do not involve renaming	____	____
35) complete vertical examples involving the addition and subtraction of multiples of 10 to whole numbers between 10 and 100 that are not multiples of 10 provided the sum is less than 100	____	____
36) recognize the following, and name its value in cents		
penny	____	____
dime	____	____
nickel	____	____
quarter	____	____
half dollar	____	____
37) given a value, name the number of each kind of coin needed to make a set with that value	____	____
38) name the value of a set of coins worth less than a dollar	____	____
39) name number of pennies, nickels, dimes, and/or quarters to make a specified amount of money	____	____

	Yes	No
40) apply skill in adding and subtracting numbers between 10 and 100 to name amounts resulting from acquiring or spending money	____	____
Months 7-9		
41) count by		
2's	____	____
3's	____	____
5's	____	____
42) write expanded and compact numerals for		
numbers less than 1000	____	____
multiples of ten that are less than 1000	____	____
43) count to 900 by 100's	____	____
44) supply missing numbers in a sequence of even, odd, or whole numbers	____	____
45) identify the following parts of a set or region		
1/3	____	____
2/3	____	____
3/4	____	____
1/4	____	____
1/2	____	____
46) name sum of 0 and any number	____	____
47) solve verbal problems involving addition and subtraction with numbers between 10 and 1000	____	____
48) perform a 2-place subtraction using the column form with renaming of tens as ones when the sum is not a multiple of ten	____	____
49) complete patterns involving 2, 3, and 5 factors	____	____
50) name product of 0 and any number	____	____
51) name product of 1 and any number	____	____
52) use concept of rate to solve verbal problems involving multiplication with 2 and 5 as factors	____	____
53) name products involving 2, 3, or 5 as one factor and a number less than 10 as the other factor	____	____
54) estimate lengths in inches	____	____
55) interpret simple bar graphs	____	____

	Yes	No
27) locate on a number line		
1/2	___	___
2/3	___	___
3/2	___	___
4/2	___	___
5/2	___	___
6/2	___	___
28) write or identify three names for		
$1\frac{1}{2}$	___	___
2	___	___
$2\frac{1}{2}$	___	___
3	___	___
29) recognize 2/2 and 4/2 as other names for 1 and 2 respectively	___	___
30) tell time to the		
hour	___	___
half hour	___	___
31) interpret rebus problems presented in a table	___	___
32) complete 3 x 3, and 4 x 4 patterns of numbers involving addends less than 80	___	___
33) name sum of three addends using the associative property of addition	___	___
34) solve verbal problems involving		
addition of numbers between 10 and 100	___	___
2-place subtraction which do not involve renaming	___	___
35) complete vertical examples involving the addition and subtraction of multiples of 10 to whole numbers between 10 and 100 that are not multiples of 10 provided the sum is less than 100	___	___
36) recognize the following, and name its value in cents		
penny	___	___
dime	___	___
nickel	___	___
quarter	___	___
half dollar	___	___
37) given a value, name the number of each kind of coin needed to make a set with that value	___	___
38) name the value of a set of coins worth less than a dollar	___	___
39) name number of pennies, nickels, dimes, and/or quarters to make a specified amount of money	___	___

	Yes	No
40) apply skill in adding and subtracting numbers between 10 and 100 to name amounts resulting from acquiring or spending money	____	____
Months 7-9		
41) count by		
2's	____	____
3's	____	____
5's	____	____
42) write expanded and compact numerals for		
numbers less than 1000	____	____
multiples of ten that are less than 1000	____	____
43) count to 900 by 100's	____	____
44) supply missing numbers in a sequence of even, odd, or whole numbers	____	____
45) identify the following parts of a set or region		
1/3	____	____
2/3	____	____
3/4	____	____
1/4	____	____
1/2	____	____
46) name sum of 0 and any number	____	____
47) solve verbal problems involving addition and subtraction with numbers between 10 and 1000	____	____
48) perform a 2-place subtraction using the column form with renaming of tens as ones when the sum is not a multiple of ten	____	____
49) complete patterns involving 2, 3, and 5 factors	____	____
50) name product of 0 and any number	____	____
51) name product of 1 and any number	____	____
52) use concept of rate to solve verbal problems involving multiplication with 2 and 5 as factors	____	____
53) name products involving 2, 3, or 5 as one factor and a number less than 10 as the other factor	____	____
54) estimate lengths in inches	____	____
55) interpret simple bar graphs	____	____

	Yes	No
56) tell time to the quarter hour	____	____
57) work with liquid measures		
cups	____	____
pint	____	____
quart	____	____
½ gallon	____	____
gallon	____	____
metric cups	____	____
half liters	____	____
liters	____	____
58) translate from a given measurement to a measurement using one of the other two units of capacity, i.e., 2 metric cups = 1½ liter or 2 cups = 1 pint	____	____
59) identify curves that have same size and shape	____	____

MATH CHECKLIST

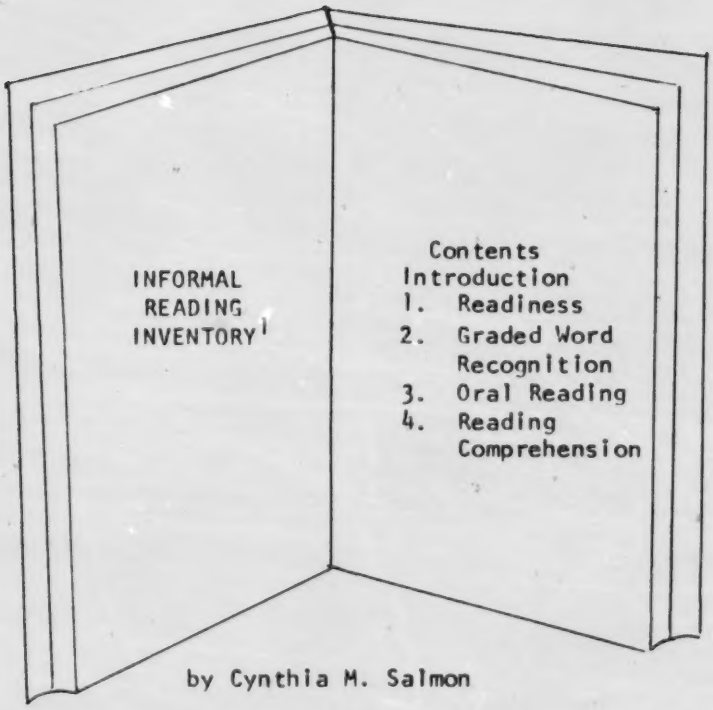
Grade 3

Months 0-3	Yes	No
The student can:		
1) relate addition to the joining of sets	____	____
2) use columns to add numbers between 100 and 1000 with no renaming	____	____
3) add three or more addends with a sum greater than 18 using numbers less than 10	____	____
4) can mentally solve addition problems involving numbers to 100	____	____
5) relate subtraction to the separation of sets	____	____
6) use columns to subtract numbers between 100 and 1000 with no renaming	____	____
7) mentally solve subtraction problems involving numbers to 100	____	____
8) can read and use the words:		
plus	____	____
minus	____	____
equals	____	____
addend	____	____
sum	____	____
9) determine the value in cents of sets of dimes	____	____
10) determine the value in cents of sets of pennies	____	____
11) use dollar bills, dimes and pennies to make specified amounts of money up to $10.00	____	____
12) determine the value of coins and dollar bills up to $10.00 in value	____	____
13) use the rate concept to name the cost of more than one item from the cost of one and vice versa with basic multiplication facts for 2, 3, 4, and 5	____	____
14) order multiples of 10 to 990	____	____
15) solve verbal problems involving multiplication with factors 1 to 5	____	____
16) recognize that order of factors does not affect the product	____	____

	Yes	No
17) distinguish between cardinal and ordinal numbers	____	____
18) use ordinal numbers with days of the month	____	____
19) use ordinal numbers with months of the year	____	____
20) tell time to the nearest five minutes	____	____
21) solve verbal problems involving time to the nearest five minutes	____	____
Months 4-6		
22) use the addition of equal addends to multiply by 1/3, 1/4, and 1/5	____	____
23) respond correctly to problems involving multiplication products to 81	____	____
24) multiply with one factor less than 10 and the other factor between 10 and 100	____	____
25) respond correctly to problems involving division with division to 81	____	____
26) write a fraction expressing the probability that a specific event will occur	____	____
27) name fractional numbers greater than 1 using the following forms:		
a/b where a > b	____	____
expanded numerals such as a + b/c, where a is a whole number	____	____
compact (mixed) numerals like 2 1/3	____	____
28) read and write two names for the same fractional number through 12's	____	____
29) solve verbal problems using metric cups and liters	____	____
30) recognize and use the following United States units of capacity:		
cups	____	____
pints	____	____
quarts	____	____
gallons	____	____
31) use a ruler to measure objects to the nearest half inch and quarter inch	____	____

	Yes	No
32) measure correctly using:		
kilometers	____	____
meters	____	____
kilograms	____	____
liters	____	____
33) use inches, centimeters and meters to measure the perimeter of a polygon	____	____
34) measure objects using:		
inch	____	____
foot	____	____
yard	____	____
35) use the number line and bars to add:		
halves	____	____
thirds	____	____
fourths	____	____
fifths	____	____
sixths	____	____
eighths	____	____
36) make a graph to represent given information	____	____
37) read a graph	____	____
38) interpret a graph	____	____
39) compare two shapes and determine if they match by performing a slide, a turn, a flip or a combination of these	____	____
40) determine the number of units of area in a region by comparing a unit with the region being measured	____	____
41) recognize a closed curve and determine points that are inside, outside or on the curve	____	____
42) identify a circle and recognize the		
center	____	____
radius	____	____
diameter	____	____
43) draw a circle with a given length as the radius	____	____
44) recognize a rectangle and identify a square as a special rectangle	____	____
45) describe an angle as formed by two rays with the same end point	____	____

Months 7-9	Yes	No
46) read and write numerals for whole numbers to 9,999,999	____	____
47) recognize roman numerals for numbers to 12	____	____
48) add correctly two numbers greater than 1000 with renaming	____	____
49) subtract correctly numbers greater than 1000 with renaming	____	____
50) add and subtract with amounts of money to $10.00	____	____
51) multiply with one factor less than 10, the other factor between 10 and 100 and the product between 100 and 1000	____	____
52) recognize and use the associative property for multiplication	____	____
53) recognize and use the distributive property of multiplication over addition	____	____
54) use the scaffold and standard forms to divide with a divisor less than 10 and a quotient between 10 and 100 and a remainder less than 10	____	____
55) interpret data shown on a graph and express in information as ordered numbered pairs	____	____
56) name the volume in a simple closed surface by direct comparison with a standard unit or by using multiplication as a short cut	____	____
57) recognize that a small unit cube is a convenient unit for measuring volume	____	____
58) identify:		
cube	____	____
sphere	____	____
cylinder	____	____
59) name areas using the square inch as a unit	____	____
60) determine whether a given shape is symmetrical about a line	____	____



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INTRODUCTION

The purpose of an informal reading inventory (IRI) is to assist the classroom teacher in systematically obtaining meaningful and useful information about the student's reading behaviors. An IRI is most effective when used repeatedly, for it is within the context of repeated use that patterns of strengths and weaknesses can be identified. It then becomes possible for the classroom teacher to develop, implement and evaluate instructional strategies to meet the student's needs within his/her classroom.

The following IRI was designed specifically for students in kindergarten through third grade and for readers in upper elementary grades who are reading at those approximate "grade levels." The content is sufficiently generic however, so that it could be easily modified for use with middle and high school students.

The IRI is a composite of interrelated techniques considered vital in measuring behaviors pertinent to the reading process. It includes:

1. Reading Readiness Inventory

   This assessment technique acts as a checklist to help the teacher discern the student's development considered relevant to reading.

2. Graded Word Recognition Inventory

   Reading isolated word lists reveals the student's abilities to apply word analysis skills. Since the acquisition of basic sight vocabulary is simply immediate correct recall of words, this area is not assessed separately. The student's performance on this inventory is compared with the oral reading inventory results.

3. Oral Reading Inventory

The measurement techniques included in this inventory help the teacher to determine the student's use of contextual (semantic), grammatical (syntactic) and word analysis skills in reading. A coding system with accompanying description and sample selection, a tallying form from which patterns of oral behaviors can be discerned, and a checklist format of the types of comprehension are provided.

4. Reading Comprehension Inventory

Rates of reading scores are relatively meaningless without a related comprehension measure. The first section of this inventory helps the teacher gain insights on how the speed used in each selection helps or impedes the student in accomplishing the reading task. The second section of this inventory presents the cloze procedure. This assessment technique provides a clear and direct measure of the student's ability to apply contextual (semantic) strategies. It also provides information regarding the student's understanding of grammar (syntax). The ability to supply deleted words gives an indication of his/her ability to see the relationships among words, as well as the extent and the maturity level of the student's vocabulary.

1a. INVENTORY OF READING READINESS BEHAVIORS

Student's name _____ Age _____ Grade _____

Date of inventory _____ Observer (teacher) _____

Directions: Observe the student for a minimum of 2 weeks. Then check mark (✓) the descriptors that best explain his/her present behaviors.

The student:	always	sometimes	never
General factors			
1. asks teacher to read a story			
2. independently selects books to look at during the school day when presented with the opportunity			
3. can attend consecutively to a task for a minimum of 5 minutes			
4. speaks in sentences of 3 words or more 80% of the time			
5. can look at a picture and tell a story about the events or objects depicted.			
6. when asked his/her name and then shown the same name in print, the student says "That's my name." showing awareness that the word(s) (s)he speaks can be represented with visual symbols			
7. responds by pointing to or describing an object after hearing or seeing words, demonstrating an awareness that the word(s) (s)he sees/hears convey meaning			
8. can correctly follow 1 or 2 simple directions, denoting awareness that a series of words (sentences) heard convey meaningful messages			
Auditory discrimination, recall, association development factors			
9. can follow one or two oral directions in correct sequence			

	always	sometimes	never
10. listens and orally identifies whether two words rhyme by responding "yes" or "no" ("like", "not alike"): ball, fall - response "yes"; ball, pig - response "no".			
11. listens and orally identifies the repeated word in a 4-word list by saying the word e.g., girl, boy, run, boy - response "boy".			
12. listens and orally indicates whether the words begin with the same initial consonants by answering "yes" or "no" e.g., ball, bat - response "yes"; ball, dog - response "no"			
13. listens and orally identifies 2-list words with different initial consonants: dog, cot			
14. listens and orally identifies 2-list words that have same ending consonants by responding "same", "different" ("like", "not alike"), e.g., cat bat - response "same"; cat, cap - response "different".			
15. listens and orally identifies 2-list words that have different ending consonants by responding "same", "different" ("like", "not alike"), e.g., cat, bat - response "same"; cat, cad - response "different"			
16. listens and correctly names the word that has a different short vowel when asked to identify the word that has a different middle sound in a 4-word list: big, hit, cat, tin - response cat			
17. listens and correctly names the word that has a different long vowel when asked to identify the word that has a different middle sound: goat, made, cone, nose - response made			
18. listens to a story and can accurately retell it in his/her own words (also a conceptual factor)			
Visual discrimination, recall, association factors			
19. sees and correctly matches like nonverbal materials (e.g., circles, squares, triangles) in size and in shape by putting X's on or pointing to the 2 same objects (□ □ △)			
20. sees and correctly matches same letters of the alphabet when presented a series of 3 letters by putting X's or pointing to the same two (B, D, B)			

	always	sometimes	never
21. sees and correctly matches like words in a series of 3 words by putting X's on or pointing to the words (e.g., dad, can, can)			
22. sees and correctly matches like sentences in a series of 3 phrases by putting X's on or pointing to the like sentences (See the dog. Find a cat. See the dog.)			
Auditory-Visual Integration Factors 23. listens and correctly points to picture for pronounced word "house"			
24. sees and correctly names all the letters of the alphabet			
25. sees and correctly identifies a meaningful vocabulary word pronounced by teacher when shown a list of 2-3 words (e.g., teacher says "dog", student shown [man / dog / cat] points to or marks dog)			
26. listens to a sentence or a few sentences and correctly identifies a word from a list of 2-3 words when asked to find the word that best describes what the sentence(s) is about by putting an "X" on or pointing to that word (e.g., "The cat ran up a tree". This is about a [dog cat])			
27. can accurately copy his/her name, given a model			

1b. INTERPRETING READING READINESS BEHAVIORS

Items		Tally		
		# always	# sometimes	# never
#1-8	denotes language, attention and correspondence skills	____	____	____
#9-18	denotes auditory discrimination, recall, association in order of complexity	____	____	____
#19-27	denotes visual discrimination, recall, association	____	____	____

Directions:

1. Tally the number of checks in each column for each area and put total in the spaces provided above.

2. a. If half or more than half of the total number of items in any given area are in the "Sometimes" and/or "Never" columns it would appear that this is an area of weakness and therefore needs more experiences.

   b. If half or more of the total number of items in any given area are in the "Always" column the student is able to begin more formal reading instruction.

1c. INVENTORY OF OBSERVED SYMPTOMS OF VISUAL DIFFICULTIES

Student's name _____ Age _____ Grade _____

Below are behaviors which may indicate the presence of physical difficulties which may require medical evaluation. In all cases, their apperance should be investigated.

1.	consistently tilts head while reading or writing	☐	yes	☐ no
2.	holds side of head while looking at book or board	☐	yes	☐ no
3.	has frequent styes or encrusted eyelids	☐	yes	☐ no
4.	rubs eyes while reading	☐	yes	☐ no
5.	strains forward to see chalkboard	☐	yes	☐ no
6.	has red or watery eyes	☐	yes	☐ no
7.	holds book close to face	☐	yes	☐ no
8.	holds book at arm's length	☐	yes	☐ no
9.	compalins of headaches	☐	yes	☐ no
10.	squints or blinks while reading	☐	yes	☐ no
11.	complains of hazy or faded printed symbols	☐	yes	☐ no

INVENTORY OF OBSERVED SYMPTOMS OF HEARING DIFFICULTIES

1.	complains of ear aches	☐	yes	☐ no
2.	frequently absent due to ear infections	☐	yes	☐ no
3.	has difficulty hearing high-pitched sounds such as consonants s, l, t and their combinations	☐	yes	☐ no
4.	has difficulty hearing low-pitched sounds such as vowel sounds	☐	yes	☐ no
5.	lacks consistency in dialect pronunciation which appears to cause confusion with sounds, denoting possible lack of adequate familiarity with standard English	☐	yes	☐ no
6.	has persistant difficulty enunciating certain sounds (not due to dialect patterns)	☐	yes	☐ no
7.	frequently inattentive not due to hyperactivity, etc.	☐	yes	☐ no
8.	complains of not hearing or consistently asks teacher and children to repeat themselves (not to be confused with habit of asking, e.g., What?)	☐	yes	☐ no

2a. CONSTRUCTING A GRADED WORD RECOGNITION INVENTORY

Purposes: to gain specific information about

1. the most appropriate grade level placement in basal reader materials
2. the word attack skills student does/does not possess when pronouncing words in isolation
3. the basic sight vocabulary student has acquired
4. the most appropriate graded reading selection to present for the oral reading assessment (Part 2)
5. the comparison of the same list of words read in isolation and in context

Procedures:

1. Refer to classroom teacher's records to determine
   a) student's current basal reading grade and level
   b) name of basal reading series currently being used
   c) data regarding success in current materials
2. Obtain a typed sequential list of all the vocabulary words for that entire grade level from word lists or glossary from each book within grade level. Draw a line across the word list to designate beginning and end of each story.
3. Duplicate the lists in order to immediately record student's responses (see sample).
4. Test student to determine entry level with the following steps for a minimum of three sessions or 250 words
   Step 1. Ask student to read each word aloud. Tell the student if (s)he is not sure of the word to try and pronounce it. If (s)he cannot, tell the student to go on. It is important that not more than 4-5 seconds be spent on each word.
   Step 2. Record responses using coding system provided in Part 2b.
5. Continue assessment in each of the (3) sessions or 250 words until student either misses 8-10 words in a row or 5 minutes have passed.
6. Proceed to the next lower "level" at the same or next session if the student misses 8 to 10 words in a row within 5 minutes.
7. Continue with the same "level" at the next session if student correctly pronounces (either immediately or delayed) at least 80% of the words correctly within 5 minutes.
8. Proceed to the next higher "level" at the next or same session if the student correctly pronounces all of the words within the 5-minute session.

9. Record results on evaluation of responses chart after each session. At the end of (3) sessions summarize data and proceed with oral reading assessment at appropriate level based upon word recognition results. A minimum of 250 words should be attempted in order to gain reliable and valid data.

10. Check mark the observed persistent strengths and weaknesses on the checklist of word analysis skills form.

11. Compare these patterns with the results of the oral reading inventory to determine the student's word analysis skills while reading the same words in context.

12. At the end of the (3rd) session or 250 words, choose the last story for oral reading in which the student had accurately identified at least 80% of the words.

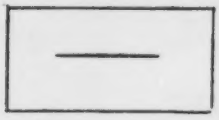
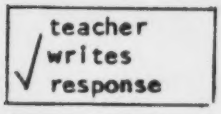
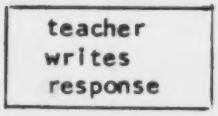
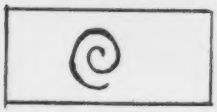
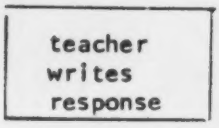
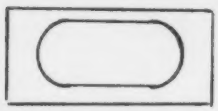
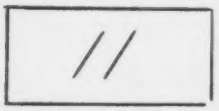
2b. CODING RESPONSES AND SAMPLE WORD RECOGNITION LIST

Student's name _____

Current basal reader _____ Level _____ Series _____

Dates of assessment _____ _____ _____

Code:

	Immediate correct response denoting acquired basic sight vocabulary (3 seconds or less)
	delayed correct response, i.e., hesitation of 4-5 seconds only; allowing for only one more attempt
	immediate and incorrect response, 3 seconds or less; student does not attempt to correct
	accurate correction of immediate incorrect response within 4-5 seconds only, allowing for only one more attempt
	inaccurate correction of first incorrect response, within 4-5 seconds only, allowing for only one attempt
	omission of total word or part of word, denoting unwillingness or inability to pronounce word or any part of it; teacher circles omission
	letter-by-letter attempts to pronounce word taking 4-5 seconds

2b. SAMPLE SELECTION FOR GRADED WORD RECOGNITION LIST

page #	word	immediate response	delayed response
12	boat	—	
	stone	st	—
13	wasn't	went©	
	croak	co	coat
	hands		
14	away	alway	
	pocket	p	pack
15	saying	say	
	Mays		
16	fishing		
	bait	bit	bite
	anyone's	✓	everyone
	Miss	—	
17	Penny	✓	pen
	I'd	id	
18	picking		
19	pond		—
	onto	into	—
20	Lucy		
	clean	✓	cl

2c. INTERPRETING A GRADED WORD RECOGNITION INVENTORY

Directions:

1. Tabulate each of the completed word recognition lists by using the procedures listed below to fill in this form.

Procedures:

Step 1. Count the number of words attempted.

Step 2. Count the number of correct responses (coded [–] and [✓])

Step 3. Count the number of incorrect responses. Include words omitted as incorrect.

Step 4. Fill in blanks at left side with above information.

Step 5. Using the following code symbols complete phonics and structural analysis sections of the form.

Code:		
	[+]	area of strength
	[–]	area of weakness
	[?]	area of inconsistency
	[NA]	not assessed

Step 6. Refer to 2d, Table 1 to assist in coding

Step 7. In the spaces underneath each area, write in the actual problem letter(s).

Step 8. On phonics table circle the pattern in areas of weakness that have emerged after 250 words have been attempted.

Step 9. Compare these problem areas with the oral reading results to determine if student is correctly pronouncing these letters in context. Comparison is facilitated by using different colors of pens to circle the word list results and the oral IRI results.

2c. INTERPRETING A GRADED WORD RECOGNITION INVENTORY

Student's name _____

Code: [+] area of strength [−] area of weakness [?] area of inconsistency [NA] not assessed

	PHONICS ANALYSIS										STRUCTURAL ANALYSIS			
	initial consonants	final consonants	consonant digraphs	blends	long vowels	short vowels	vowel dipthongs and digraphs	vowels with "r"	phonograms	prefixes	inflections	suffixes	contractions	syllabification
	+	?	+	?	?	−	—	NA	?	NA	−	NA	?	?
Session # 1 Date 9/11/77 Basal People Need Purple Level 9 Pages 12-20 # words tried 20 # words correct 6 % words correct 30% # minutes 5 Proceed with: ☑ lower ☐ same ☐ next level					O	o i o	ea ai				ing s			
Session # _____ Date _____ Basal _____ Level _____ Pages _____ # words tried _____ # words correct _____ % words correct _____ # minutes _____ Proceed with: ☐ lower ☐ same ☐ next level														
Session # _____ Date _____ Basal _____ Level _____ Pages _____ # words tried _____ # words correct _____ % words correct _____ # minutes _____ Proceed with: ☐ lower ☐ same ☐ next level														

2d. Table 1

PHONICS IN THE BASAL READING PROGRAM*

The table below is the actual content of phonics instruction as offered in the 5 leading basal series. It is included within the Informal Reading Inventory for the teacher's convenience. Circle the unattained or inconsistent responses after a comparison is made at the conclusion of both the graded word recognition list inventory and the oral IRI. The table is not intended to suggest that a hierarchy of instruction in phonics is needed nor that an emphasis on phonics instruction is the preferred approach.

	CONSONANTS				VOWELS				
	INITIAL	FINAL	DIGRAPHS	BLENDS	LONG	SHORT	DIPHTHONGS AND DIGRAPHS	WITH R	PHONOGRAMS
Readiness-Preprimer	b, c, d, f, g, h, l, m, n, p, r, s, t, w, y	p, t, k	ch, sh, wh, th						
Primer	j, v, x, k	b, t, d, n, l	ck, ll, ss, ng	pl, st, bl, tr	i	i, y as i	ay, ow, ea	ar	ill, ide, ite, ine, all, and, ipe, etc.
First Reader	q, z, c (s)	s (z), k, m	kn, st, gh, gn	fr, gr, gl, sl, sm, br, cl, fl, dr	e, i, a, o, u	a, e, o, u	ea, ee, ai, oo	er	id, im, eel, ed, ill, eat, ame, etc.
Second Reader	g (j), c (k, s)	y (e)	tch, kw, qu	nt, cr, sn, sk, pr, ng, str, spr, sc, nk			ou, oa, oi, oy, ew	or, ir, ur	ook, alk, ang, ing, ink, unk, ail, etc.
Third Reader	f (ph)	ch (s), ck (k), wr	sp, sw, scr, squ, ft, lt				op, ei, ui, ey, ay		igh, ight, ump, oy, ought, ear, tion, eigh, etc.

* This synopsis is derived from data offered in George D. Spache and Evelyn B. Spache, Reading in the Elementary School, 3rd edition (Boston: Allyn and Bacon, 1973), pp. 456-60.

3a. CONSTRUCTING AN ORAL IRI

Directions:

1. Use only the basal readers currently being used in the classroom. (Published basals vary from one to two years in actual reading levels).

2. Refer to the last session of the Graded Word Recognition List Inventory. Use the highest grade level story selection in which those words were found, and which the student had accurately identif'ed a minimum of 80% of those same words contained within the story.

   If the student does not make 90-100 errors in this selection, and yet this selection was determined to be the approrpiate one based on graded word recognition inventory, proceed to another story or level. It may be that the student is heavily dependent upon contextual strategies and therefore performs well while reading in context. Remember, however, to also perform the graded word recognition list inventory using the words from that next story selection.

   It is also possible that the student did not make 90-100 errors because the appropriate word list level was not determined.

3. Record a minimum of 90-100 incorrect responses in order to obtain reliable and valid data upon which to build an effective remedial program of instruction. This will necessitate a selection(s) of approximately 250 words, probably involving three sessions.

4. Refer to the Coding System for the Oral Reading Inventory form and mark the student's responses on a duplicate form while (s)he reads the selection(s).

5. Note Sample Selection for classification.

6. Use a tape recorder if at all possible for three reasons:

   a. the student may become anxious because of the teacher's reacting to (marking) the oral reading, which would necessitate stopping the coding.

   b. taping provides a double-check for the teacher, particularly if the student is a fast reader or makes innumerable errors.

   c. taping provides a tangible auditory measure for the student, parents and teacher to note progress throughout the year.

7. Refer to the Interpreting Oral Reading Inventory form to analyze responses, determine patterns, and draw conclusions about the student's strengths and weaknesses.

8. Refer to the Inventory of Oral Reading Comprehension for constructing types of questions for each of the 3 oral reading selections.

9. Use the Tally of Oral Reading Comprehension Inventory to determine patterns of strengths and weaknesses in this area.

3b. CODING RESPONSES FOR AN ORAL READING INVENTORY

Type of Response	Code	Observed Types of Responses
		The student:
Additions	^	1. attempts to elaborate or smooth out text 2. reads superficially with overdependence on context
Awkward phrasing or letter by letter pronunciation	/	1. pauses at inappropriate times as determined by punctuation denotes that either vocabulary and/or content is too difficult
Dialect (not coded but noted on final assessment)		1. omits certain letters or parts of word 2. adds certain letters 3. substitutes letters or parts of word 4. omits due to grammatical variation 5. changes word order
Hesitations (3 seconds)	✓	1. attempts to gain time to correctly read next word(s) 2. is thinking about content being read 3. is momentarily distracted
Omissions	O	1. omits parts of or whole words due to: a) excessive speed b) limited sight vocabulary c) weak skills in word analysis, semantic and syntactic strategies d) carelessness e) fear of making an error
Repetitions	←	1. has poor directional attack 2. lacks consistent left-to-right progression 3. attempts to gain time to correctly read next word(s) or correct an incorrect response
Reversals	~	1. lacks left-to-right orientation (characteristic of beginning and/or poor readers, which tends to disappear with increased skills)
Self-corrections	©	1. denotes greater maturity and skill and not considered as errors
Substitutions or mispronunciation	teacher writes response	1. similar in meaning (grammar included) 2. not similar in meaning (grammar included)

3c. SAMPLE SELECTION OF CODED ORAL READING RESPONSES

Student's name _____ Date 9/11/77

Session # 1 Basal reader People Need People Level 9 Pages 12 - 20

time 10 min # of words read 317 # incorrect responses 70

FREDDY FOUND A FROG

Freddy made a small boat and put it in some water to see if it would go.

He put a small stone in the boat for one man and a big stone for another man. But when he put in a very big stone, it was too much for the little boat. The boat went down in the water.

Freddy put his hand way down in the water to get the boat. He found something, but it wasn't his boat. It was a frog. A big green frog!

"What a beautiful frog!" said Freddy.

The frog may have heard Freddy because it said, "Croak, croak."

Freddy jumped.

Then the frog jumped.

It jumped right out of Freddy's hands!

"Frog, where are you?" asked Freddy.

There it was, right near Freddy's hand. Freddy wasn't going to let the frog get away this time. He picked it up.

"This isn't a good place for you," said Freddy. "I'm going to find a home for you."

He put the frog into his pocket and walked up the street.

As Freddy walked, he began to sing. Now and then the frog would help him out by saying, "Croak."

Freddy stopped when he saw Mr. Mays. But Freddy didn't take his hand from his pocket.

"Good morning," said Freddy. Then he asked, "Mr. Mays, what would you do with a frog?"

"I don't have a frog," said Mr. Mays. "But if I did, I would take it fishing."

Freddy laughed. "Frogs can't fish," he said.

"No, no," said Mr Mays. "The frog would be my bait. It would help me get the fish."

The frog gave a jump in Freddy's pocket.

"Bait!" said Freddy. "No, no. Not my frog!" He ran down the street. He wasn't going to let his frog be anyone's bait.

Mr. Mays looked at Freddy as he ran off. "Now what did I say to make him do that?" he thought.

3d. INTERPRETING AN ORAL READING INVENTORY

Student's name _____ Date _____ Session ____

Directions:

Using the completed coded responses from the selected oral passage(s), tally the types of responses on the chart below. Refer to 3b. for a description of responses. Fill in the rest of the form. Compare final results with the results of word recognition lists to discern overall patterns of strengths and weaknesses in word analysis skills. Determine if student applies semantic and syntactic strategies to assist in determining unknown words. Does number and type of responses warrant the next lower or higher basal reader level? At the end of 3 sessions/250 words (90-100 errors) determine appropriate level of instruction. Establish observable behavioral objectives for remedial instruction in this area of reading.

Basal People Need People Level 9 pages 12 - 20 #words read 317 # responses 70

Type of Response	# of Responses	Area of strength (when applicable)	Area of weakness (when applicable)	Not Determined
1. additions	____	____	____	____
2. awkward phrasing	19	____	✓	____
3. hesitations	18	____	✓	____
4. omissions	26/70	____	____	✓
5. repetitions	9/70	____	✓	____
6. reversals	1/70	____	____	____
7. self corrections	4/70	____	____	✓
8. substitutions				
a) similar in meaning (grammar included)	80/70	✓	____	____
b) not similar in meaning (grammar included)	8/70	____	✓	____

9. word analysis skills -- Circle possible problem letter(s) (Refer to Table 1 for assistance).

a. Initial consonants

b, (c), d, f, g, h, l, m, n, p, r, s, t, (w), y, / d, v, x, k, / q, z, c(s), / g(j), c(k,s), / f

b. final consonants

p, t, k, / b, t, d, n, l, / s(z), k, m

c. consonant digraphs

(ch), sh, (wh), (th), / ck, ll, ss, ng, / kn, st, gh, gn, / tch, kw, qu, / sp, sw, scr, spr, squ, ft, lt

d. blends

pl, st, bl, tr, / fr, (gr), gl, sl, sm, br, cl, (fl), dr, / nt, cr, sn, sk, pr, ng, str, sc, nk

e. long vowels

i, / e, a, o, u

f. short vowels

i, y, / a, e, o, u

g. vowel dipthongs and digraphs

(ay), ow, ea, / ee, al, oo, / (ou), (oa), oi, oy, ew, / op, ei, ui, ey, ay

h. vowels with "r"

ar, / er, / or, ir, ur

i. phonograms

ill, ide, ite, ine, (all), and, ipe, etc. / id, im, eel, ed, ill, eat, ame, etc. / ook, alk, ang, ing, ink, unk, all, (ind), etc. / igle, (ight), ump, ought, ear, tion, eigh, etc. /

Further comments:
1. Dialect -- omission of "g", "s", "ing", "ed", endings and "i" for "e" short vowel confusion believed due in part to student's speech pattern.
2. Fluency lacking due to number of hesitations and awkward phrasing.
3. Persistent inflectional ending omissions and vowel confusion.

Note: The words analysis skills synopsis items a-h, are derived from data offered in George D. Spache and Evelyn B. Spache, Reading in the Elementary School, 3rd edition (Boston: Allyn and Bacon, 1973), pp. 456-460. It is based upon the 5 major basal reading phonics programs.

3e. INVENTORY OF ORAL READING COMPREHENSION

Student's name _____ Age _____ Grade _____

Session _____ Selection # _____ Pages _____-_____ Date _____

Directions: Read the selection to determine what types of questions are appropriate. Select the types from the below list. Ask a minimum of five questions. Try to vary the types.

type of question orally asked involving:	# of this type of question asked	# of responses correct/ adequate	# of responses incorrect/ inadequate	total % correct
1. MEMORY - recognizing or recalling information given in the selection				
a. facts (e.g., Who? What? etc.)	_____	_____	_____	_____
b. definitions (e.g., What does _____ mean?)	_____	_____	_____	_____
c. generalizations (e.g., What events led to _____?)	_____	_____	_____	_____
d. value judgments (e.g., What is said about _____?)	_____	_____	_____	_____
2. TRANSLATIONS - expressing ideas in different form (e.g., Tell me in your own words about _____)	_____	_____	_____	_____
3. INTERPRETATION - seeing relationships among facts, generalizations or values				
a. comparative (e.g., How is _____ like _____?)	_____	_____	_____	_____
b. implications (e.g., What would happen if _____?)	_____	_____	_____	_____
c. inductive thinking (e.g., What is the author trying to tell you about _____?)	_____	_____	_____	_____

d. quantitative (e.g., How many causes of _____ can you name?)	____	____	____	____
e. cause and effect (e.g., Why did _____ happen?)	____	____	____	____
4. APPLICATION - solving a problem that requires the use of facts, generalizations, etc. (e.g, How could you use this information?)	____	____	____	____
5. ANALYSIS - recognizing and applying logic to a problem; analyzing an example of reasoning (e.g., Some people believe _____. Is this correct? Why? Why not?)	____	____	____	____
6. SYNTHESIS - using original, creative thinking to solve a problem (e.g., What other title/endings/etc. could you think of for _____?)	____	____	____	____
7. EVALUATION - making judgments (e.g., Did you enjoy this? Why? or What do you think of _____ in the story? or Is this fact or opinion?)	____	____	____	____

Note: Information (not format design) for this section of the inventory was obtained from Norris Sanders, Classroom Questions: What Kinds?, New York: Harper and Row, 1966.

3e. TALLY OF ORAL READING COMPREHENSION INVENTORY

Student's name _____ Date of tally _____

Directions

Review the "total % correct" column for each type of question used in the 3 sessions. Using the code below, mark each ☐ with the appropriate letters. Establish instructional objectives for the areas of need within the remedial program.

Code: [+] pattern of strength [−] pattern of weakness [NA] not applicable at this time

1. Memory

   ☐ facts ☐ definitions ☐ generalizations ☐ value judgments

2. Translations ☐

3. Interpretation

   ☐ comparative ☐ implications ☐ inductive thinking ☐ quantitative

   ☐ cause and effect

4. Application ☐

5. Analysis ☐

6. Synthesis ☐

7. Evaluation ☐

4a. RATE OF READING AND COMPREHENSION INVENTORY

Directions: Observe the student during the inventory sessions. Then check (✓) the behavior observed. Behaviors check-marked "always" should be taken into consideration in establishing objectives for the remedial program. Behaviors check-marked "sometimes" should be considered a tentative problem(s) but not necessarily dealt with at the time. Refer to this aspect of the inventory after an appropriate amount of time has elapsed to determine if the "sometimes" behaviors have become "always" or "rarely". Then reestablish objectives accordingly.

	always	sometimes	rarely
1. Possible explanations for high-rate low comprehension are:			
The student:			
a. equates speed reading with effective reading	☐	☐	☐
b. tries to finish as many items of assigned task/test as quickly as possible	☐	☐	☐
c. is not aware that (s)he would be asked questions about passage	☐	☐	☐
d. skips words rather than attempt to apply word analysis skills due to lack of interest	☐	☐	☐
e. does not apply word analysis skills to determine unknown words	☐	☐	☐
f. is unable to apply sufficient contextual strategies to determine unknown words	☐	☐	☐
g. follows written directions incorrectly more than 5% of the time	☐	☐	☐
h. behaves in written testing situations with such behaviors as shaking, hair twirling, and rapid blinking	☐	☐	☐
2. Possible explanations for low rate-high comprehension are:			
j. repeats etc., words and sentences	☐	☐	☐
k. can answer questions regarding content with 90% accuracy	☐	☐	☐
l. is reading selections in his/her second language	☐	☐	☐

	always	sometimes	rarely
m. uses phonics skills to identify 20% of the words in context	☐	☐	☐
n. reads at a rate less than class mean	☐	☐	☐
o. reads silently at a rate limited to speed of oral reading (typical of beginning readers)	☐	☐	☐
p. names words one by one	☐	☐	☐

4b. SILENT READING COMPREHENSION INVENTORY
using the cloze procedure technique

Constructing the inventory:

1. Refer to the oral reading inventory results to select a passage at the student's instructional level.

2. Choose a passage(s) of at least 250 words that is not dependent upon previous information,

3. Delete every 5th-10th word of the same word classification (e.g., nouns, or adjectives, etc.) beginning with the second sentence.

   The form class most often responded to is nouns. The order of classifications from easiest to most difficult for the student to replace is: nouns, adjectives, verbs, adverbs.

4. Type the entire passage(s) putting a blank in place of each deleted word. Make the blanks equal in length and provide enough space for the word to be written.

Implementing the inventory:

1. Give the student the passage and ask him/her to read it to him/herself.

2. Explain that every time (s)he comes to a blank instead of a word (s)he is to tell the teacher what word (s)he thinks belongs in that blank.

3. Explain that the teacher will write the word in the blank space for him/her. Requesting the student to write in the missing words elicits other behaviors which may hinder the assessment.

4. Clarify the function of the omitted words, e.g., "The word left out in each blank space of the story is a name of something. For example, The _____ is barking at me. Dog is the name of something that I think belongs in the blank space. Do you understand?" Ask the student to provide you with an example to be sure the concept is understood.

5. Tell the student to try and get clues from the words near the missing word.

6. Explain that the word should make sense in the sentence. Be sure that the student understands what a sentence is. Ask him/her to show you where one is in the passage.

7. Ask the student to put a line through, or an X on, any word that (s)he does not know.

8. If the student cannot think of a word, tell him/her to continue, and go back to it later. Many times the student is able to gather more information as the passage proceeds which will enable him/her to figure out previously unknown deletions.

9. Do not tell the student any words.

10. Note the number of minutes student required to complete the passage.

Interpreting the results:

1. Compare the student's oral responses with the words that were deleted.

2. Adhere strictly to the original words in scoring the responses; i.e., count synonyms as incorrect or the results will be influenced -- unless it is an identical to the original. See #18 & #19 on sample. In #18 the student said "father" for "mother", and in #19, he said "sister" for "father". It is considered correct because he understood 1) that the same person in the family could not be used again in that dialogue, and 2) the names are all members of the family.

   "Roof" is not considered identical to house and should not be considered correct, even though the word is included within the classification of the term "house". Further testings would help to clarify student's completeness of comprehension. In content areas, in particular, this type of error could cause problems.

3. The asterisks (*) after the phrases "Clouds come, and clouds go" and "floating along" denote that the student was able to identify those words after he had continued reading. Therefore, he was able to go back and fill in blanks #1 and #2.

4. Count the total number of blanks in the passage.

5. Count the number of correctly supplied words.

6. Obtain percentage of number correct.

7. Instructional level: 41% - 60% of words correctly replaced is equivalent to 75% - 90% comprehension.

   Frustration level: below 41%

   Independent level: above 90%

   (Criteria established by Rankin and Culhane, 1969.)

4c. SAMPLE CLOZE PROCEDURE INVENTORY

Student's name _____

Basal reader People Need People Level 9 Pages 44 - 45

Time to complete 40 minutes # of words correct 17 % correct 85%

Comprehension of passage is ☐ frustration ☑ instructional ☐ independent

Clouds come, and clouds go.* But there was one cloud (1.) that came and didn't go.

It came floating along in the sky (2.) one day and stopped over a little

boy (3.) called Albert. And it rained.

The cloud went everywhere with Albert (4.). And everywhere they went, it rained.

When Albert (5.) went to the park with his sister, the two of them (6.) had to

play in the rain.

When Albert went for a walk (7.) with his mother, she got wet, too. And when

Albert went to _____ (8.), he got the room all wet. Albert was asked to do his

schoolwork at home (9.).

When Wet Albert was home, so much rain came down on his house (10.) that in no time

at all there was water (11.) all over the house. Wet Albert and his mother and

father and sister (12.) had to climb on top of the roof (13.).

When the water got to the top of the roof (14.), they all had to jump onto a bed

that came floating out of Albert's room (15.). The bed went floating along* with

Albert and his family (16.). In time they came to a river.

he

"Let's live on the river (17.)!" said Wet Albert.

"On a bed, Albert?" asked his father (18.).

"No, on a boat!" said his sister (19.). "Good idea! A little rain (20.) on the river will be all right."

Words deleted:

1. cloud
2. sky
3. boy
4. Albert
5. Albert
6. them
7. walk
8. school
9. home
10. house
11. water
12. sister
13. house
14. house
15. room
16. family
17. river
18. mother
19. father
20. rain

Student's score +17/20 = .85

GLOSSARY OF TERMS

auditory association - the ability to relate auditorily received stimuli in a meaningful way.

auditory discrimination - involves the ability to hear similarities and differences between and among two or more sounds.

auditory recall - involves the ability to reproduce from memory, after presentation in propoer sequence.

auditory-visual integration - refers to the ability to receive and respond to auditorily and visually presented stimuli.

basal reader grade "levels" - because basals offered by different publishers for the same grade level vary from 1 to 2 years in their actual reading level, it is crucial for the teacher to assess the student's reading abilities with the materials presently being used in the classroom.

cloze procedure - a technique used to assess student's semantic and syntactic abilities. Every "nth" word of a certain type is deleted from a passage. The student's ability to supply the deleted words provides a direct measure of his/her knowledge of words and ability to see relationships among words.

directionality - the ability to know right from left, up from down, forward from backward, and directional orientation.

informal reading inventory - informal evaluation of reading behaviors helps the teacher to determine observalbe patterns of strengths and weaknesses. It can be an important device because direct measurements of products and processes are obtained. It is a meaningful instrument only in the context of repeated samples. It is relevant to a teacher because it involves the materials presently being used in the classroom.

reading readiness - This concept pertains to the stage of development at which a child is ready to learn to read. Interrelated factors relevant to readiness are developmental factors, individual capabilities and environmental influences.

semantics (of language) - refers to the meanings of words.

syntax - refers to the grammatical system of a language; the order of words in sentences.

visual association - describes the ability to relate visually received material in a meaningful way.

visual discrimination - involves the ability to note differences and likenesses among geometric forms, letters and words.

visual recall - involves the ability to reproduce from memory visually received material in proper sequence.

word analysis skills - the ability to recognize the sound(s) of words on a printed page; it includes areas of phonics, analysis and structural analysis.

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DIRECT MEASUREMENT OF PERMANENT PRODUCTS

This type of measurement was described by Hall (1971) as being useful in quantifying behavior(s) that results in permanent products. Since all written academic responses are permanent products, direct measurement is a very viable tool for use in the screening, assessment and within the case conference process. The CSDC staff recommends the collection of at least two weeks of the student's work for inclusion as part of the data analyzed during the mini team meetings. In addition the papers can be collected and analyzed on an ongoing basis as a means of evaluating the remedial program implemented for the student.

Cooper (1974) reported that teachers usually translate permanent products to numerical terms of (1) frequency of correct answers, (2) percentage of correct responses, or (3) rate of correct answers. Rate (of correct answers) is defined as the frequency of correct answers during a unit of time. [Cooper (1974) indicated that rate measures are sensitive to the accuracy of student performance over time and to the effects of teaching. This provides an effective means of continuously measuring even very small increments of behavior change over time.]

PARENTAL PERMISSION FORM FOR MEDICAL EVALUATION

Dear _____ :
name of parent(s)/legal guardian

The educational assessment has been completed and the collected data has been thoroughly reviewed.

From this review, it was decided that a medical evaluation should be considered as the next and final procedure. As of June 1977, the school cannot legally proceed further in determining, with you, the most appropriate individualized educational program for your child without the medical evaluation.

Your written consent is necessary. Please read the two options listed below and place a check designating your decision.

☐ permission for medical evaluation is granted

☐ permission for medical evaluation is not granted

If you want to discuss the matter (before making a decision) please contact us at

_____ _____
telephone school address

_____
name of principal

_____
month/day/year

MEDICAL/DEVELOPMENTAL HISTORY QUESTIONNAIRE

Presently (June 1977) Rule S-1 dictates the inclusion of medical evaluation as final criteria for determining a student's placement in a learning disabilities program. The following questionnaire was provided to the CSDC by a pediatrician. The intent is to gain some form of continuity within the profession regarding the assessment of children.

Date _____

Name of Patient _____

It is suggested that a file, including a sample of the student's work and a psychological evaluation be presented to the Dr. prior to evaluation.

FAMILY HISTORY

1. How old are the parents?
2. What is their occupation or past occupations?
3. What is the current health of the parents?
4. What past health problems have they experienced?
5. What other children are there in the family?
6. What other pregnancies did the mother have?
7. If there were abortions, stillbirths, or children who died postnatally, what were the reasons if known?
8. What illnesses involving other children or relatives, especially in the area of neurologic dysfunction, are present or have occurred in the past?
9. Have there been, or are there, learning problems or behavioral disturbances in other family members?

GESTATIONAL AND PERINATAL HISTORY

1. Was there difficulty in conception?
2. What problems were encountered in pregnancy?
3. What medications were taken in pregnancy?
4. Where was the patient delivered?
5. What type of delivery was used and who delivered the child?
6. What complications were encountered in the delivery?

7. What was the baby's birth weight?

8. What was the baby's condition at birth; what was the apgar score?

9. What problems did the mother experience at delivery or just afterwards?

10. What problems did the baby have after birth?

11. When did the baby leave the nursery?

DEVELOPMENTAL HISTORY

1. Did the parent notice any physical lag in development?

PAST MEDICAL HISTORY

1. Does hearing seem adequate by the parent's standards?

2. Has anyone else questioned the patient's hearing ability?

3. What eye problems has the child had?

4. Has the patient used glasses; has there been any strabismus; has there been any eye therapy?

5. Has the patient experienced any seizures, with or without fever?

6. Have there been any trance-like episodes or minor lapses which could be petit mal or other seizure fragments?

7. Has the patient shown any unusual reaction to medications?

8. Has the child been excited by medications which would normally be sedative in nature or without anticipated psychotropic effect?

9. Is the child taking any medication?

10. What other physical complaints does the patient have involving any other system?

11. What neurologic complaints are present, such as headache, vomiting, poor balance, double vision, dizziness, weakness, numbness, etc.?

12. Does the child have any allergies?

PSYCHOSOCIAL HISTORY

1. What difficulty do the parents have in managing the child now and in the past?

2. What problems does the child evidence with his siblings, now and in the past?
3. What problems does the child have in relating to and playing with other children, now and in the past?
4. What sleep problems are encountered?
5. What feeding problems are noted?
6. Does the child demonstrate temper tantrums?
7. What does the child enjoy doing the most?
8. What makes the child angry?
9. What is the capability of the child in varied play activities involving gross motor control?
10. What is the capability of the child in play activities requiring fine motor control?
11. Is attention span short?
12. Does the child seem unduly impulsive?
13. Does the child lack self-control?
14. Is the child overly active?
15. Does the child react out of proportion when faced with problems?

EDUCATIONAL HISTORY

1. Did the child go to nursery school?
2. What problems, if any, were encountered in nursery school?
3. What kindergarten did the child attend?
4. What problems, if any, were noted in kindergarten?
5. Where is the child presently placed in school?
6. Does the child have difficulty with handwriting?
7. How does the child seem to react to going to school, now and in the past?

RECREATIONAL ADJUSTMENT

1. How does the child play with his peers?

2. Does he prefer to play with younger children?

3. Does he fight frequently with his playmates?

4. Did he have difficulty in learning to ride a bicycle?

5. Did he have difficulty in learning to skip?

6. Did he have problems in learning to throw or catch?

7. Does he show uncertainty in hand usage in throwing or kicking?

8. Does he become easily overstimulated in play?

9. Does he seem to be overly energetic or overly exuberant in his play activities?

10. Are there complaints which may be recorded by other mothers in the neighborhood in relation to play with their children or play in or near their homes?

STUDENT ASSESSMENT SUMMARY FORM

I. Psychological Assessment

administered by _____

Name of Test	Date Administered	Score	Results Scaled Score	Grade Equivalent
1. _____	_____	____	____	____
2. _____	_____	____	____	____
3. _____	_____	____	____	____
4. _____	_____	____	____	____

II. LD Screening Assessment

administered by _____

Name of Test	Date Administered	Results
1. math checklist		
2. Informal Reading Inventory		
3. direct measurement of permanent products		
4. standardized assessment instruments		
a) _____	_____	
b) _____	_____	
c) _____	_____	

III. School Medical Information

obtained by _____

Name of Test	Date Administered	Results
1. _____	_____	
2. _____	_____	
3. _____	_____	

Part Four

Page

IV. Case Conference Committee Meeting II

1. Case Conference Committee Meeting II Decision Making Form 89

DECISION MAKING FORM

Case Conference Committee Meeting II

Name of student _____

Grade _____ School _____

Date of Case Conference Committee Meeting I _____
month/day/year

The Case Conference Committee Meeting II consists of the following members:

- ☐ parent(s)/legal guardian _____ name(s)
- ☐ student (if applicable)
- ☐ school administrator _____ name _____ position
- ☐ classroom teacher(s) _____ name
  _____ name
  _____ name
- ☐ L.D. consultant _____ name
- ☐ L.D. teacher _____ name
- ☐ school psychometrist/psychologist _____ name
- ☐ school counselor _____ name
- ☐ other(s) _____ name _____ position
  _____ name _____ position
  _____ name _____ position

Activity 1: ☐ Review completed student summary of assessment (see Part 3, no. 4).

Activity 2: ☐ Check specific problem areas:

	Discrepancy between actual performance and grade level			
	1 yr.	2 yr.	3 yr.	more than 3
☐ Reading	☐	☐	☐	☐
☐ Spelling	☐	☐	☐	☐
☐ Math	☐	☐	☐	☐

****

☐ Writing _____

_____

☐ Social _____

_____

☐ Physical _____

_____

☐ Other _____

_____

_____

Activity 3: Determine and write overall educational goals: goals established by the school system (and community) as being the fundamental set of skills all students need to learn in academic areas and social interaction at the completion of elementary/middle high/high school. These goals are to distinguished from long range (ultimate) goals common to all learners which result in productive, satisfying lives within a given society.

Overall Educational Goals: ☐ elementary ☐ middle high ☐ high school

_____

_____

_____

_____

_____

Least Restrictive Alternative placement:

☐ regular classroom with weekly L.D. consultancy services for classroom teacher and student

☐ regular classroom with part day placement in learning disabilities resource room for

- ○ reading
- ○ writing
- ○ math
- ○ other _____
- ○ spelling _____

☐ additional classroom services include

- ○ paraprofessional
- ○ cross-age tutor
- ○ volunteer aide
- ○ peer tutor

☐ additional professional services include

- ○ counselor
- ○ reading teacher
- ○ speech & hearing
- ○ other _____

☐ self contained L.D. room placement with part day placement in regular classroom activities for

- ○ reading period
- ○ music period
- ○ math period
- ○ art period
- ○ language arts period
- ○ vocational period
- ○ science period
- ○ gym period
- ○ social studies period
- ○ other _____
- ○ health period _____

☐ full-time placement in self contained L.D. classroom

☐ other: _____

_____

Part Five

Page

V. Specific Individualized Educational Plans

1. Specific I.E.P.s 92

SPECIFIC I.E.P.s[1]

by

Cynthia Salmon

Herbert J. Rieth, Jr.

Student's name _____ Age _____

Grade placement _____ from _____ to _____
month/day/year month/day/year

School _____

Child Service Demonstration Center for Children with Learning Disabilities

Center for Innovation in Teaching the Handicapped

Indiana University

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Part Five: SPECIFIC INDIVIDUALIZED EDUCATIONAL PLANS

Rationale: To develop, implement and evaluate individualized educational plans for each identified learning disabled student

Contents: I.E.P. FORMAT

Section 1. Basic Information pages -

Data to complete this section is obtained from case conference committee meeting II summary form

Section 2. Problem Areas/Year's Goals pages -

Information for this section is obtained from completed case conference forms, particularly mini team intervention plans, assessment summary and annual case conference review (if referred student has been in L.D. program a year or more)

Section 3. Classroom and Consulting and/or Resource Teacher's Specific I.E.P.s pages -

This section provides the detailed format for short term minimal objectives, initial and modified lessons, assessment procedures, and conclusions/ recommendations based upon assessment

Section 4. Classroom and Consulting and/or Resource Teacher's Progress Report pages -

The report consists of two parts: 1) graph that accounts for the number of short term minimal objectives and the student's rate of achieving them; 2) additional information in descriptive form

Section 5. Specific I.E.P. Progress Report to Parents/ Legal Guardian pages -

The information compiled in this section provides a descriptive summary of student's progress in problem areas. A conference request form and written response form are included

Section 6. Year End Review of Specific I.E.P.s pages -

Progress within the year's long term goals is reviewed by specific I.E.P. team members, a tally of progress is notated, and a minimum rate of progress is graphically summarized. This review and the teachers' quarterly reports form the basis of the annual case conference

Section 7. Questions - for classroom and consulting and/or resource teachers pages -

The questions act as possible guidelines for team members to consider in the process of developing, implementing and assessing the I.E.P.s

Section 8. Glossary of Terms pages -

Descriptions of certain terminology and concepts presented in the I.E.P. format are provided for clarification

SPECIFIC I.E.P. for _____
student's name

Grade level _____

Section 1. BASIC INFORMATION

(obtained from Case Conference Committee Meeting II summary forms)

General I.E.P. developed at Case Conference Committee Meeting II held on _____ determined the following:
month/day/year

1. Overall Educational Goals: ☐ elementary ☐ middle high ☐ high school

_____

_____

_____

_____

_____

_____

_____

2. Specific I.E.P. Team Members' role - to develop, implement and assess specific I.E.P.s.

Team members include the following:

☐ administrator _____
name

☐ classroom teacher(s) _____
name

_____
name

☐ L.D. resource room teacher _____
name

☐ L.D. consultant _____
name

Student's name _____

☐ other personnel _____
name

_____
name

_____
name

☐ parent _____
name

☐ student (when appropriate) _____
name

Student's name _____

Section 2. PROBLEM AREAS/GOALS

Reason for Referral

In this section elaborate the reasons why the student was referred for services.

Background Information

Specify relevant information regarding the students school history, pertinent comments from his teacher, a list of previous intervention strategies implemented and the results, home background information, peer interaction information and other information that would appear relevant.

Assessment Instrument

List the names of all standardized tests administered (also list the most recent standardized group achievement test administered). List all informal tests used (please include copies of instruments used other than those distributed during this class). List any other assessment procedures (e.g., analysis of student classwork, in class observation data, etc.).

Results

List all assessments administered include all subtests and the raw scores, scaled scores and grade level scores. Include in this listing scores attained on the latest group standardized test and the latest IQ score.

Suggested Reporting Format

Wide Range Achievement Test

Reading subtest	Raw score	_____	Scaled score	_____	Grade level score	_____
Arithmetic subtest	Raw score	_____	Scaled score	_____	Grade level score	_____
Spelling subtest	Raw score	_____	Scaled score	_____	Grade level score	_____

After listing the scores then provide a narrative describing the student's performance and any notable observations regarding error patterns, problem solving patterns, etc.

For all classroom observations list: the number of observations; the duration of the observations; the target behavior (e.g., attending to task, talk outs) and any data collected. Be sure to describe and attach the observation system and forms used (each assessment should contain at least one observation of the student in the regular classroom).

List the students performance weaknesses. This should include a listing of all target behaviors to be changed.

List the students performance strengths.

Student's name _____

Long term goals for one school year:

1. _____

_____

_____

2. _____

_____

_____

3. List and describe the specific services needed by the child.

Date when services will begin _____

Date when services will end _____

Student's name _____

For each long term goal the committee should delineate the short term objectives to facilitate the attainment of the long term objectives. Monthly targets should be specified if possible.

Least Restrictive Alternative placement:

☐ regular classroom with weekly L.D. consultancy services for classroom teacher and student

☐ regular classroom with part day placement in learning disabilities resource room for

- ○ reading
- ○ writing
- ○ math
- ○ other _____
- ○ spelling _____

☐ additional classroom services include

- ○ paraprofessional
- ○ cross-age tutor
- ○ volunteer aide
- ○ peer tutor

☐ additional professional services include

- ○ counselor
- ○ reading teacher
- ○ speech & hearing
- ○ other _____

☐ self contained L.D. room placement with part day placement in regular classroom activities for

- ○ reading period
- ○ music period
- ○ math period
- ○ art period
- ○ language arts period
- ○ vocational period
- ○ science period
- ○ gym period
- ○ social studies period
- ○ other _____
- ○ health period _____

☐ full-time placement in self contained L.D. classroom

☐ other: _____

_____

Justification of the child's type of educational placement.

Section 3. CLASSROOM TEACHER'S AND CONSULTING AND/OR RESOURCE TEACHER'S SPECIFIC I.E.P.s

for _____ (student's name) in _____ (problem area)

Long Range Goal # _____ Date implemented _____

Short term minimal objective # _____ Date completed _____

Given _____ (conditions in which behaviors will occur)

_____ (student's name) will _____ (desired student behavior as result of instruction)

with _____ (expected criteria by which behavior will be judged) _____

Student's entry level as determined by task analysis is: (Describe current skill and/or behavior)

_____

_____

_____

_____

Initial Lesson Plan

based upon the above objective and student's entry level in the problem area

A. Instructional Strategies

1. assigned task(s) and material(s)

_____

_____

_____

_____

B. Instructional Setting

1. Implementor(s)

☐ classroom teacher ☐ cross-age tutor
☐ paraprofessional ☐ peer tutor
☐ parent volunteer ☐ other _____

2. period(s) of day

☐ reading ☐ math ☐ other _____
☐ spelling ☐ science _____
☐ writing ☐ social studies _____

3. grouping(s)

☐ 1-1 tutorial ☐ large group (7-12)
☐ small group (3-6) ☐ total class

4. Instructional time limit

☐ 15 minutes ☐ 30 minutes ☐ 45 minutes ☐ 60 minutes

C. Assessment of Initial Lesson

1. conditions appropriate? ☐ Yes ☐ No

_____

_____

_____

2. behavior(s) student used to accomplish task? (techniques/strategies used by student to accomplish/solve task. Refer to "level of process" in glossary of terms)

explanation _____

_____

_____

3. criteria met ☐ Yes ☐ No

items assigned _____
items accurately completed _____
% of task correct _____

explanation _____

_____

_____

4. student's reactions to lesson were: _____

_____

_____

D. Conclusions and Recommendations

continue with objective # _____ and do not modify

continue with objective # _____ and modify:

A. Instructional strategies

- ☐ assigned task(s) and material(s)
- ☐ teaching strategy
- ☐ reinforcement
- ☐ student response(s)

explanation _____

_____

_____

B. Instructional setting

- ☐ implementor(s)
- ☐ period(s) of day
- ☐ grouping(s)
- ☐ instructional time limit

explanation _____

_____

_____

proceed to modified lesson # _____ for short term minimal objective # _____

proceed to short term minimal objective # _____

other modifications: _____

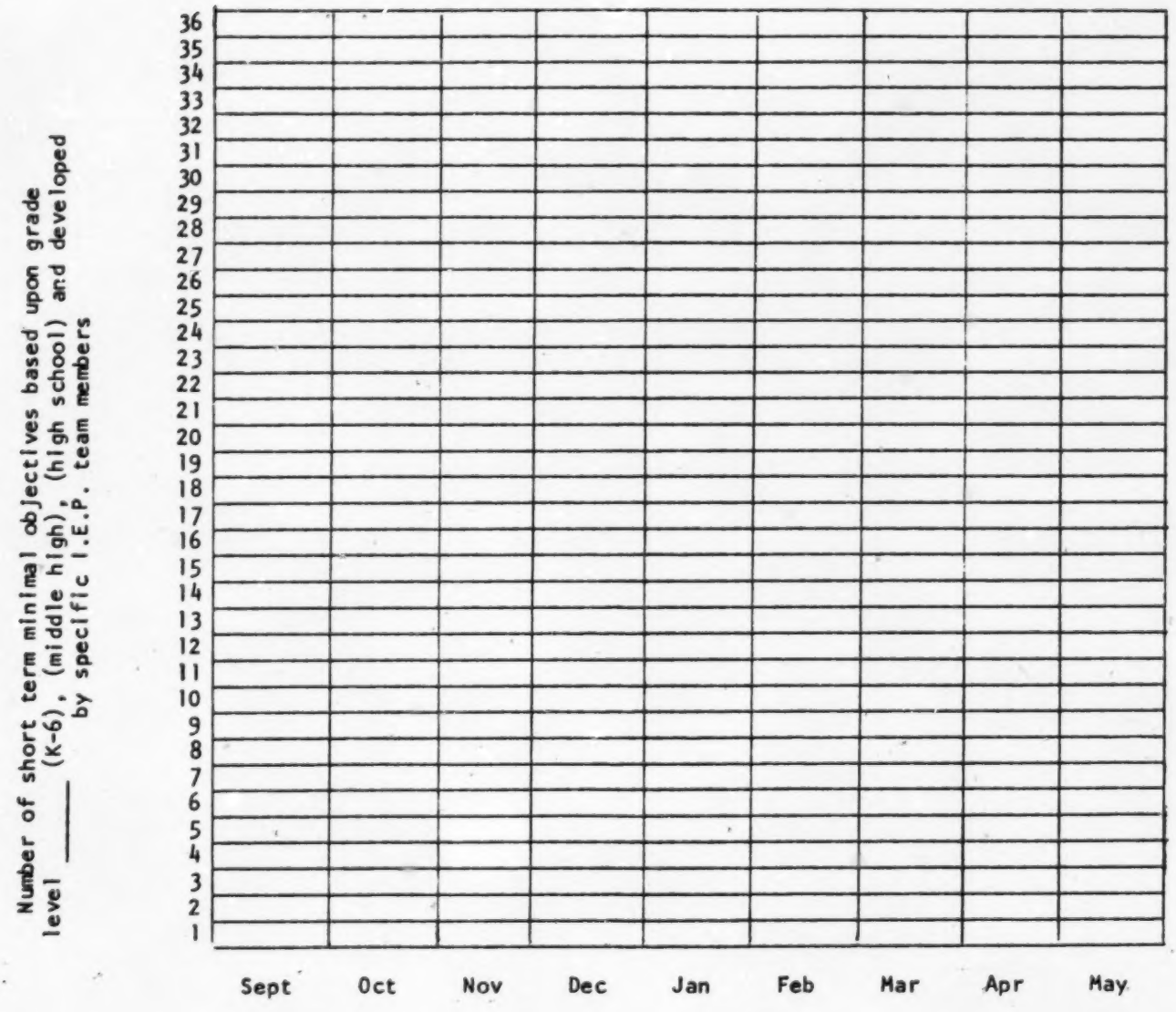
_____

_____

Section 4. CLASSROOM AND CONSULTING AND/OR RESOURCE TEACHER'S PROGRESS REPORT

(tabulated monthly) for _____
student's name

Problem area _____ Year long term goal # _____



MINIMUM RATE GRAPH
(arbitrarily based upon student completed tasks)

Additional Information

The 4 (an arbitrary number) minimal objectives were completed within one month? ☐ Yes ☐ No

If not, specify which ones were not completed.

_____

Explanation:

#____ was not met because _____

_____

_____

#____ was not met because _____

_____

_____

The student's progress was discussed with him/her on _____
month/day/year

His/her reactions were: _____

_____

_____

Modification of short term minimal objectives # ____, #____, #____, #____, #____ is recommended

Please state modified objectives below and attach a copy of each to the appropriate specific I.E.P.(s)

#____ Given _____
conditions in which behaviors will occur

_____ will _____
student's name desired student behavior as result of instruction

with _____
expected criteria by which behavior will be judged

#____Given _____
conditions in which behaviors will occur

_____ will _____
student's name desired student behavior as result of instruction

with _____
expected criteria by which behavior will be judged

Section 5. SPECIFIC I.E.P. PROGRESS REPORT #_____

to parents/legal guardian of _____
student's name

Date _____

Dear _____:

The intent of this letter is to inform you of _____'s progress within the learning disabilities program. It is the _____1st _____2nd _____3rd _____4th report of the school year. It includes data collected since the last report. It is based upon the correlated individualized educational plans specifically designed to meet your child's academic needs. Depending upon the types of services your child is receiving, the report includes a summative evaluation of classroom and/or learning disabilities resource room performances.

Problem Area: _____

Problem Area: _____

Problem Area: _____

LD resource room progress:

Problem Area: _____

Problem Area: _____

Problem Area: _____

If you have any questions regarding the above report, please call us at _____ or request a conference by completing and returning the Conference Request Form attached. Conferences are encouraged. We have conferred with your child concerning his/her progress.

Sincerely yours,

_____
Classroom Team

_____
Consulting or Resource Teacher

CONFERENCE REQUEST

☐ Parent-teacher conference is requested

☐ Student-parent-teacher conference is requested

Please list preference dates and times convenient to you in the space below:

1st choice _____ (month/day/year) _____ (time)

2nd choice _____ (month/day/year) _____ (time)

3rd choice _____ (month/day/year) _____ (time)

The following space is provided for you to make written response to the above progress report. Your comments and/or questions are encouraged.

Thank you.

Section 6. YEAR-END REVIEW of SPECIFIC I.E.P.s

for _____ _____
student's name age

_____ _____
school grade

Date of review _____ Date specific I.E.P. program began _____
month/day/year month/day/year

Number of school years/months student has been in individualized educational program

_____
years/months

Compiled by specific I.E.P. team members:

classroom teacher _____

learning disabilities teacher _____

learning disabilities consultant _____

other personnel:

_____ _____
position name

_____ _____
position name

_____ _____
position name

_____ _____
position name

Tally of Progress

1. Problem area: _____

   a. Long term goal #____ attained? ☐ Yes ☐ No
   b. % of short term minimal objectives (within above goal) attained? ____
   c. modification of long term goal made? ☐ Yes ☐ No
   d. Modification of long term goal recommended? ☐ Yes ☐ No
   e. explanation:

_____

_____

_____

_____

2. Problem area: _____

   a. Long term goal #____ attained? ☐ Yes ☐ No
   b. % of short term minimal objectives (within above goal) attained? ____
   c. modification of long term goal made? ☐ Yes ☐ No
   d. modification of long term goal recommended? ☐ Yes ☐ No
   e. explanation:

_____

_____

_____

_____

3. Problem area: _____

   a. Long term goal #____ attained? ☐ Yes ☐ No
   b. % of short term minimal objectives (within above goal) attained? ____
   c. modification of long term goal made? ☐ Yes ☐ No
   d. modification of long term goal recommended? ☐ Yes ☐ No
   e. explanation:

_____

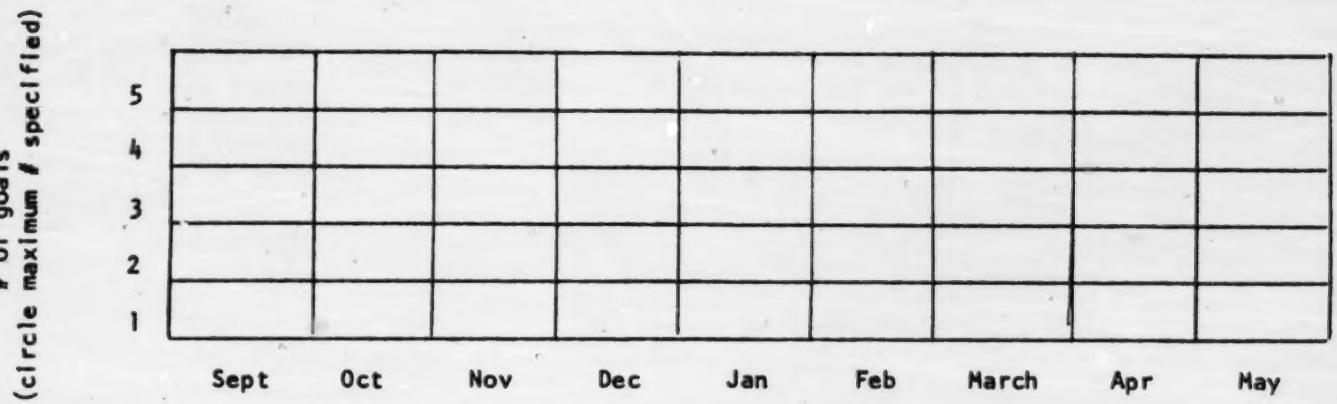
_____

_____

_____

MINIMUM RATE GRAPH
for Year's Long Term Goals

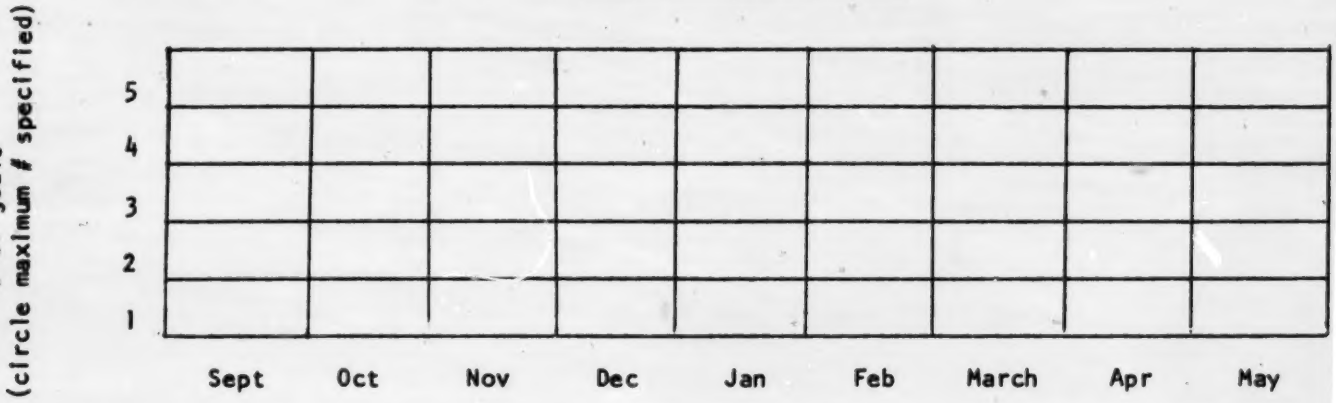
Problem area _____



Student's entry level _____ Student's exit level _____

Approximate number of months gained in area: _____

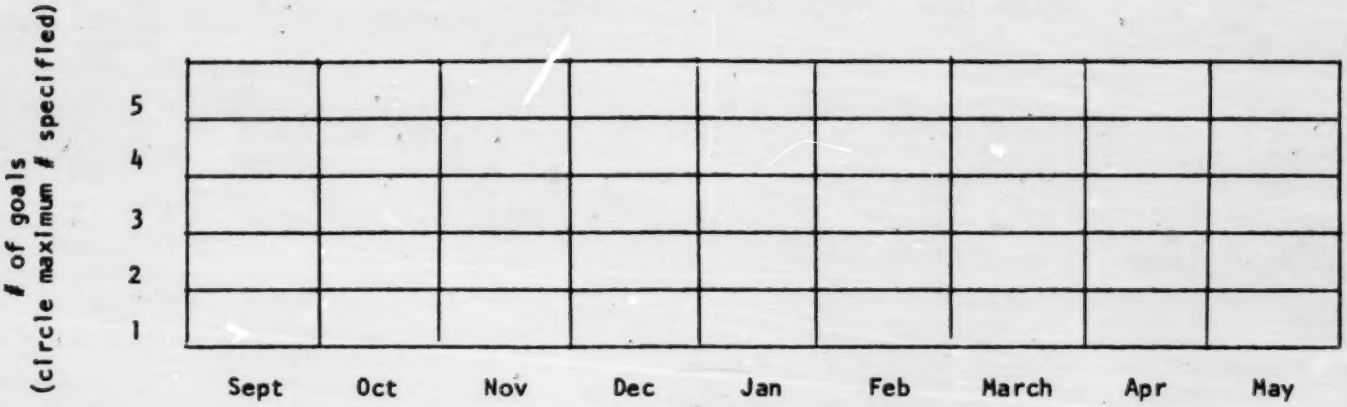
Problem area _____



Student's entry level _____ Student's exit level _____

Approximate number of months gained in area: _____

Problem area _____



Student's entry level _____ Student's exit level _____

Approximate number of months gained in area: _____

Year's progress will be discussed with student on _____
month/day/year

Final conclusions:

Is student making adequate progress? ☐ Yes ☐ No
explanation:

Final recommendations:

Should student continue to receive individualized education plans within the L.D. program? ☐ Yes ☐ No
explanation:

Year end review including all specific I.E.P. progress reports are presented at the Annual Case Conference meeting to be held on _____
month/day/year

Section 7. QUESTIONS

for classroom and consulting and/or resource teachers to consider and discuss when developing, implementing, and assessing specific I.E.P.s

1. Has the school articulated the instructional objectives for each subject area for each school year?

2. When can we realistically coordinate time and effort to develop, assess and modify I.E.P.s during the school year?

3. How are we going to correlate and coordinate the classroom and resource room I.E.P.s (i.e., goals and objectives)?

4. How much individual and/or small group instruction can and should be provided for the student within the classroom? resource room?

5. Who will train the tutorial aides?

6. Are instructional strategies and curricular programming and materials well coordinated among all specific I.E.P. implementors?

7. Do we have sufficient information to construct one-year long term goals? short term minimal objectives?

8. If the time to design specific I.E.P.s is at the start of a new school year, should we do observations of the student in his/her new surroundings <u>before</u> developing I.E.P.s?

9. How often will we meet with parents and school administrators to discuss progress and/or problems?

10. What strategies will we use to keep the student informed of his/her progress?

11. Do we need additional professional assistance in helping the student (other than specified on the general I.E.P.)?

12. How can the parents become involved in a home program coordinated with the school's individualized program?

13. If appropriate, should the student participate in planning any parts of the I.E.P.?

Section 8. GLOSSARY of TERMS

classroom teacher's specific I.E.P.: its format is identical to the L.D. teacher's specific I.E.P. The two are to be correlated in content to facilitate the most effective progress in the student. In other words, both teachers should discuss goals, objectives, instructional strategies and settings before implementing I.E.P.s. The I.E.P.s may be generalizable to other academic areas (i.e. instructional strategies successful in problem area of reading may be useful in content areas of curriculum, e.g. social studies). However, strategies used by each teacher may differ, depending upon several factors, e.g. L.D. focusing only on weaknesses, while classroom teacher prefers to focus upon strengths.

concept analysis: is used when the acquisition of knowledge is the goal. The teacher determines a set of concepts relevant to teaching the student, arranges them in a hierarchy, identifies the major and irrelevant attributes of each set of concepts. The concepts dealt with in the classroom usually focus upon situations that involve pupil-teacher or pupil-pupil interaction, e.g. on-off task behaviors exhibited by the student who should be attending to teacher or peer or object in relation to a lesson. Appropriate behavior management techniques need to be developed to assist the student to attend.

entry level of student: the actual level in which the student can achieve the minimal objective in academic, social or physical areas.

instructional objectives: specification of behaviors which will result from instruction, the conditions under which the behaviors will occur, and the criteria establishing levels at which the behaviors are judged to be acceptable.

learner analysis: is used to determine the student's actual entry levels on the continuum of behavioral objectives. Analyses of the student's competencies (observable strengths and weaknesses) academically, socially and physically is essential if appropriate and effective I.E.P.s are to be developed. Two basic questions to assist the teacher in analyzing the student's behaviors include:

1. What aspects of the instructional strategies and setting facilitate the student's achieving in the problem area? (refer to Instructional Strategy and Setting sections of teacher's I.E.P. for details)

2. What aspects of the instructional strategies and setting appear to be hindering progress in the problem area?

least restrictive alternative placement: the school setting that is closest to the normal one and also facilitates an effective individualized educational program for the student.

level of processing: due to length of description please see the last page of this section.

overall educational goals: goals established by the school system (and community) as being the fundamental set of skills all students need to learn in academic areas and social interaction at the completion of elementary/middle high/high school. These goals are to be distinguished from long range (ultimate) goals

common to all learners which result in productive, satisfying lives within a given society.

minimum rate graph: a monitoring device that provides for an efficient monthly periodic check of student's rate of achieving minimal objectives. The graph has an arbitrary number of 36 minimal objectives established by the specific I.E.P. team members. They are to be mastered within the 9 months. Therefore, four objectives a month (or one a week) are set as the minimum rate of learning. A student achieving four a month is making minimal progress; if not, an assessment of objectives, instructional strategies and setting is necessary. If the student is achieving more than the four (s)he is acquiring skills/behaviors faster than the minimum rate, and the objectives should then be modified accordingly.

objectives: there are varying views of how specific or general objectives should be. This I.E.P. emphasizes that they must be stated in such a way as to measure the student's behavior within the instructional program. The format provided in this I.E.P. requires three components. The teacher has curriculum structured into learning units and year end goals. Based on the student's needs and entry levels with respect to the curriculum framework, realistic objectives are made for that student.

observable strengths and weaknesses: a list of observable and measurable strengths and weakneases in each problem area is notated. Academic, social, and physical development are considered. It is important to discern consistent observable patterns of behavior.

one-year long term goals: goals based upon a minimum number of skills the student should learn if deficits in the specified problem area are to be remediated within a one-year (one grade level) time span.

short term minimal objectives: instructional objectives which are sequenced and paired with a time limitation of one month. They specify: 1) desired observable student behavior, 2) conditions in which student behavior will occur, and 3) criteria by which behavior will be judged. They are based upon and modified according to student's current level of skills (performances). The teaching/learning environment is modified until the child accelerates his rate of acquiring the behaviors stated in the minimal objectives.

student conference: a periodic time set aside to discuss the student's progress with him/her is essential. It acts as a means to heighten important interaction, and provide the teacher(s) with the student's perceptions of him/herself.

task analysis: is used when skill development is the goal of instruction. It is intended to help the teacher discern the complexity of a given task. It is a step by step procedure used to determine relevant and appropriate instructional objectives, assessment techniques, sequence of instruction and materials for the student.

The sequence of steps the teacher uses is:

Step 1: specify the main task.
Step 2: specify all the simpler tasks (subtasks) required to perform the main task.
If student can perform all the simpler tasks, analyses stops.
If student cannot perform all simpler tasks, proceed to Step 3.

Step 3: treat each simpler task as the main task to determine skills required to perform each of these subtasks.

Step 4: stop analysis when student can perform the skills specified by the analysis. Student's entry level has been determined.

Note: If you have to repeat step 3 more than one time complexity of task is probably too difficult. Modify your behavioral objective.

References for Specific I.E.P.

Christie, L., & McKenzie, H. M. Minimal objectives: A measurement system to provide evaluation of special education teachers in regular classrooms. Burlington, Vermont: Special Education Area, College of Education and Social Services, University of Vermont, spring 1974.

Sarason, S. Culture of the school and the problem of change. Boston: Allyn and Bacon, Inc., 1971.

Thiagarajan, S., Semmel, D., & Semmel, M. Instructional development for training teachers of exceptional children. Bloomington, Indiana: Center for Innovation in Teaching the Handicapped, Indiana University, 1974.

Part Six

Page

VI. Annual Case Conference Procedures

1. Notification Form to Parents

(refer to Part Two, number 1) (20)

2. Annual Case Conference Review Form 116

ANNUAL CASE CONFERENCE REVIEW FORM

Student's name _____ Age _____

Grade _____ School _____

Current educational placement _____

Date of last case conference _____
month day year

Student present ☐ yes ☐ no

Activity 1: Refer to and discuss Specific IEP progress reports and year end review.

Activity 2: Draw conclusions regarding the student's current status in space provided below.

Activity 3: Make recommendations for next school year's LRA and educational programming in space provided below.

The above decisions have been made by the Annual Case Conference Committee members given below.

Name	Position
_____ signature	_____
_____ signature	_____
_____ signature	_____
_____ signature	_____
_____ signature	_____
_____ signature	_____

Date of Annual Case Conference Meeting _____ month/day/year